QUARTERLY
The College of New Rochelle Alumnae/i Magazine
Summer 2008 | Volume 79 | No. 3

WELLNESS FOR LIFE
Be Well, Do Well

(Story on page 6)

Wellness Center Opens

When CNR announced the launch of the Campaign for the Wellness Center in 2005, President Stephen Sweeny remarked that we weren't "simply content to build a building." Beyond that, we wanted to "bring the strengths of the College to bear on this project and, at the same time, address pressing societal needs."

Indeed, the $28 million Wellness Center, completed this spring, is a state-of-the-art facility of which to be proud. Housed within the 55,000 square-foot building is a gymnasium including basketball and volleyball courts and arena-style bleachers for 1,000 people; an interior running track suspended above the gym floor; a six-lane, NCAA-competition swimming pool, a fitness and weight room and a holistic meditation room. In this issue of *Quarterly*, we will showcase the new facility and the celebration that took place to mark its opening.

But at CNR, wellness goes beyond just a physical building. Promoting wellness of the body, mind and spirit is a way of life that stretches across our curriculum and our student activities. In this issue, you will also learn more about our Wellness Education initiatives.

You will read about several alumnae/i who are promoting wellness through their careers and much more. So read on…

QUARTERLY

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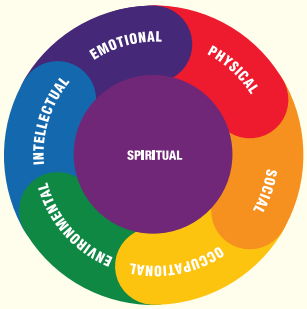

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Cover Photo: Daniela Pinori SN'08 was a member of the CNR Swim Team. Photographer: Robert Begun.

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CNR CELEBRATES NEW WELLNESS CENTER

AT THE COLLEGE OF NEW ROCHELLE, WELLNESS IS MUCH MORE THAN THE LATEST BUZZWORD. PROMOTING WELLNESS OF THE BODY, MIND AND SPIRIT IS A WAY OF LIFE THAT STRETCHES ACROSS OUR CURRICULUM AND OUR STUDENT ACTIVITIES. WITH THE OPENING OF THE NEW $28 MILLION WELLNESS CENTER THIS SPRING, WE MOVE TO THE NEXT LEVEL IN WELLNESS EDUCATION.

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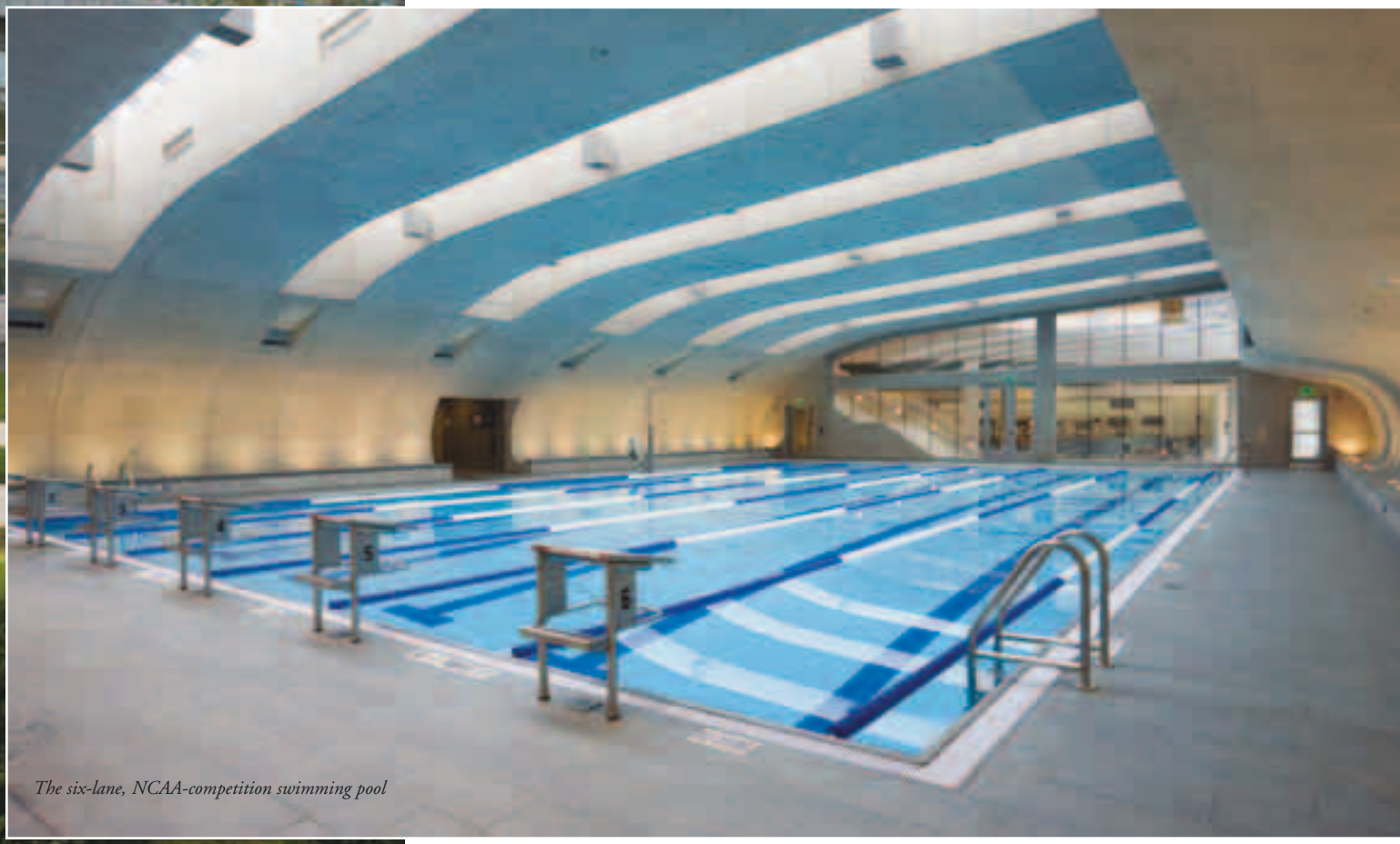
By Lenore Boytim Carpinelli SAS'89



The six-lane, NCAA-competition swimming pool

Designed by ikon.5 architects, the Wellness Center offers a holistic learning environment that will serve as the hub for integrated interdisciplinary health and wellness education programs to be delivered on the main campus, to the city campuses and to the larger community. Housed within the Center – the first new building on campus in four decades – is a gymnasium including basketball and volleyball courts and arena-style bleachers for 1,000 people, an interior running track suspended above the gym floor, a six-lane, NCAA-competition swimming pool and a fitness and weight room. In addition, the building's technologically equipped classrooms and holistic meditation room provide an ideal setting for the development of an innovative cross-curricular approach to health, well-being and learning.

Top: Bishop Gerald T. Walsh, Auxiliary Bishop of New York and Rector of St. Joseph's Seminary, blesses the Wellness Center as CNR President Stephen Sweeny looks on.

Middle: Among those attending the Wellness Center dedication ceremony, held in the new gymnasium, were faculty, staff, students, alumnae and friends of the College.

Bottom: Dr. Edmund Pellegrino, Chairman of the President's Council on Bioethics in Washington, DC, speaks during the Center dedication ceremony.

Significant planning done by the College and ikon.5 has ensured that the building is environmentally sound. The College is pursuing the prestigious LEED "Silver" rating certified by the U.S. Green Building Council (USGBC) for the Wellness Center, which qualifies it as "green" in a number of ways. The below-grade portion of the building utilizes the grade above for a roof garden. A large percentage of the building is constructed with local and regional materials and environmentally friendly recycled materials.

Recycled crushed glass and blast furnace slag were mixed into the concrete used for the polished floor slabs, thus consuming less concrete and using material that would otherwise end up in a landfill. The building also has a heat recovery system to recycle energy, so that warm air, instead of being discharged from the building, runs through a system of pipes to warm the pool water and pool area.

The Wellness Center is designed with large windows, including six skylights, to allow large amounts of daylight to reach the pool area, concourse, gymnasium and the multi-purpose rooms. Thus, the building reduces its dependence on artificial (energy-using) light sources. All of these choices in design and construction earn points towards the LEED certification.

"The College of New Rochelle is improving the quality of life for students by creating a building that has environmental integrity while remaining consistent with the College's Catholic heritage that takes seriously our responsibility to be good stewards of the earth," said CNR President Stephen Sweeny.

To celebrate the opening of the new facility, the Wellness Center was officially dedicated with a blessing and academic convocation in late April, held in the spacious new gymnasium bedecked with colorful banners. Before an audience of faculty, students, alumnae and honored guests, Bishop Gerald T. Walsh, Auxiliary Bishop of New York and Rector of St. Joseph's Seminary, opened the ceremony by blessing the Wellness Center.

"In our aim to transform both our students and the world in which we live, this Wellness Center and its interdisciplinary educational initiatives both advance and capitalize on The College of New Rochelle's distinctive strengths," said President Sweeny during the dedication.

He then went on to welcome two distinguished speakers – Dr. Nuala Kenny, an internationally recognized educator and physician ethicist who founded the Department of Bioethics at Dalhousie University in Halifax, Nova Scotia, and her mentor Dr. Edmund Pellegrino, Chairman of the President's Council on Bioethics in Washington, DC, who has more than six decades of experience in medicine and university administration. Both received honorary degrees from the College at the dedication.

Kenny and Pellegrino used the opportunity to address the question of our moral responsibilities as a nation to see that all our citizens have access to health care.

"Put yourself on the gurney, put yourself in the sick bed," said Pellegrino. "Are you a consumer? Or are you a patient? If you start calling people customers, they become customers and you treat them as customers. You make medical care and health care particularly a commodity – something that can be sold on the marketplace, determined by forces of demand and supply. Do you want the quality, the distribution, the selection of health care to

Left: The fitness & weight room. Middle: The CNR Blue Angels athletic teams now have a state-of-the-art facility in which to compete. Right: The interior running track is suspended above the gym floor.

be open to the forces of the marketplace?

"We are responsible for the kind of health care system we have and we cannot escape that responsibility," he continued. "That means we have to include the very vulnerable, we have to include those who have no way of participating otherwise in the system on their own."

While Pellegrino looked at the larger ethical issues of providing health care, Kenny spoke of the elements of Catholic social justice at the essence of the mission of The College of New Rochelle that compel us as a society to act.

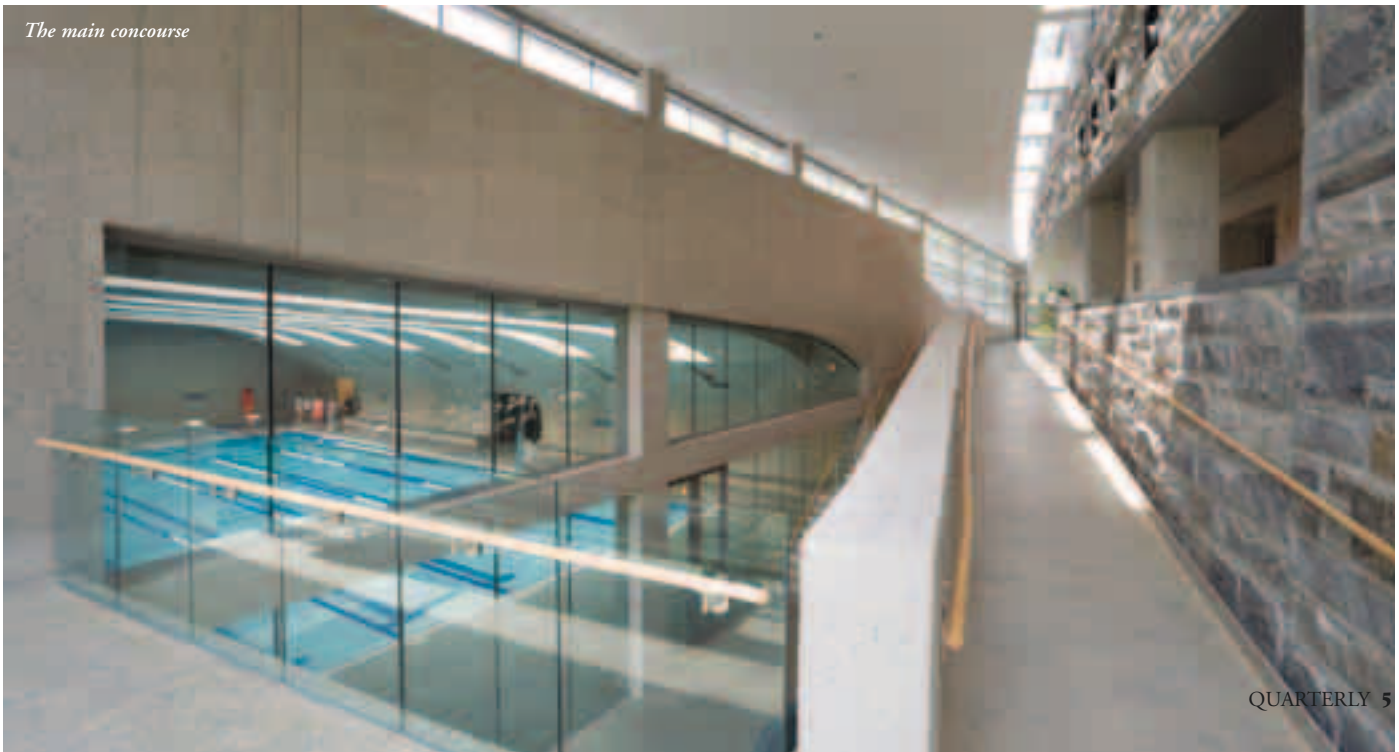
"I'm terrified that in our world, the market and commerce and profit overwhelm everything," she said. "The importance of the dignity of an individual regardless of their color or their wealth or their background is a fundamental starting place for any world to live in justice.

"We know how to buy and sell and make individual demands out our ears. We no longer know how to be a community. We no longer know how to recognize that if you are autonomous, independent, nobody treading on you, you are the sorriest human in the world."

She then went on to describe what, in her view, is our obligation to the poor and vulnerable. "When we have a policy choice, when we have a personal choice, when we have an institutional choice and the choice is between those who have money and power and influence and being linked with them or standing on the side of the poor, justice requires we stand on the side of the poor."

Applauding the College for creating the Wellness Center, Kenny concluded her remarks by emphasizing the meaning of true wellness. "The health of the population, true wellness has to do with education for empowerment, with developing a conscience that is formed into justice and is committed to the alleviation of poverty, to a kind of education that I see at CNR. Without education, without movements for social inclusion, without real attempts to connect to poverty reduction, we can have no wellness or health.

"So I see this building on its face as an important commitment to disease prevention and health promotion. But it also follows in the tradition of social justice. It's about saying there is something bigger and larger that we're in together as communities, and if we can't deal with those issues – poverty, inclusion, education and voices for those who are most vulnerable and marginalized – if we can't move those forward than you might be healthy with all your health care, but the community will suffer. This is not the tradition of social justice that has been the foundation of this school, and I believe in its glorious future." ■



The main concourse

In a world of ever increasing responsibility, uncertainty and stress, the need to take a proactive role in achieving and maintaining one's health and wellness has become glaringly apparent. However, what does it truly mean to be well? Health and wellness, traditionally associated with a state of physical well being, actually extend far beyond that singular function and encompass an array of life's aspects.

WELLNESS FOR LIFE:

Webster's Dictionary describes wellness as "the quality or state of being in good health, especially as an actively sought goal." The National Wellness Institute defines it as "an active, lifelong process of becoming aware of, and making choices towards, a more healthy and fulfilling life."

According to Adrienne Wald, Director of Wellness Education and Programs at CNR, there are many definitions of wellness. But in the end, "Wellness is the individual striving to live life to the fullest in a variety of ways, including intellectually, physically, emotionally, spiritually, socially, occupationally and environmentally. These 'dimension' of wellness are all part of a person's overall wellness. Quite simply, wellness is the capacity of individuals and communities, or societies, to reach their potential and to flourish."

Achieving wellness, with all of its multi-faceted dimensions, is part and parcel of the overall mission and vision of The College of New Rochelle. "Our wellness educational programming initiatives," Wald explains, "are viewed as part of a broader liberal arts education, promoting healthy lifestyles, creating learning opportunities, reposited behavior modification and maximizing individual choices and responsibility for one's own and for society's well-being."

BE WELL, DO WELL

BY FREDERICK ROMANO

"Wellness is a complex, multi-dimensional phenomena, yet individuals can have a positive impact on the status of their health," says Wald. "Health is a personal responsibility, and education and enlightenment about health and wellness are keys to initiating individual change. At The College of New Rochelle, we build a culture in which students think and behave in ways that promote the adoption of healthy lifestyles and behaviors."

Health is a personal responsibility, and education and enlightenment about health and wellness are keys to initiating individual change.

Based on this philosophy, and in furtherance of it, The College of New Rochelle has developed an expanded concept and definition of wellness that is in sync with its mission and vision. "The College's curricula and educational programs offer many opportunities to understand and pursue wellness in all of the individual wellness dimensions – the physical, spiritual, emotional, intellectual, occupational, social and the environmental," says Wald. "In addition, at CNR, we embrace an expanded understanding of wellness that further includes the greater social, ecological and political environment of which a person is part. Our approach expands responsibility for health and wellness beyond the individual to the community and the environment. It calls for community leadership and involvement to improve wellness."

Wellness education programming at CNR, under the direction of Wald, was created to spearhead these initiatives to enhance the personal, professional and academic well-being of the students, faculty and staff of the College by promoting opportunities for experiences, both in and outside the classroom, that touch all areas of wellness. In just one year, a number of initiatives have taken place and a range of wellness and health-related programs, activities and presentations will be offered going forward. In collaboration with the four Schools and departments across campus, these programs will integrate and augment much of the wellness content in the current curriculum. Wald has developed a wellness tool kit of content that will be available to faculty to incorporate into their curricula and which will be utilized for stand-alone wellness workshops and seminars.

In the School of New Resources, a growing number of wellness courses including Yoga and Wellness, Health Psychology, Psychological Aspects of Spirituality and Wholistic Approaches to Wellness, have been introduced into the curriculum through the School's unique course development process, which allows students with assistance from academic staff the opportunity to develop currently relevant courses.

In The Human Body, a required interdisciplinary core seminar, students are able to "understand the interconnectedness of the mental and the physical and the importance of mental and physical wellness as they relate to their own lives, the lives of family members and the life of their communities," explains Dr. Louis deSalle, Associate Dean for Curriculum & Instruction in the School of New Resources. A wellness module being designed for the course will help establish "the impact of psychological stress on the physical body." Ideally, says deSalle, the students will recognize "that to be physically well, one has to be mentally well. Once students understand this connection, they can begin to develop strategies for working out the balance between these two dimensions."

Additionally, explains deSalle, because every seminar requires a Life Arts Project, which provides students with the opportunity to translate course content into a hands-on research project that is relevant to their personal lives, "students have the opportunity to investigate wellness topics from a variety of perspectives. They also learn to cope with some of the very important health and environmental issues that confront them every day." Life Arts Projects have been completed on such topics as asthma, obesity, diabetes, recycling, even hybrid automobile technology.

"Part of the SNR educational experience is to help our students reflect on who they are and what they do, which results in new ways of thinking and new ways of acting," says deSalle. "This new way of being takes in every aspect of the student's life and incorporates all the components of wellness."

Wald will continue to work with select faculty in the other schools to integrate wellness applications more broadly into the curricula. The aim is to expand these applications to even more disciplines in each of the schools.

To ensure that all students at CNR develop an awareness of the life skills needed for personal wellness and tools for positive health and behavior change, wellness presentations on key themes and topics are being developed, which will be offered to academic classes upon the requests of faculty, and wellness seminars and workshops are scheduled for each month during the academic year. There are also plans for an annual conference on a wellness theme.

"Important dimensions of this growth will be the energy and involvement of staff and faculty, as well as students empowered by CNR's program in wellness education and promoting self-responsibility," says Wald. To facilitate that, "Peer Coaches," a group of students who would be provided opportunities to expand their knowledge of wellness through peer training, will be created to

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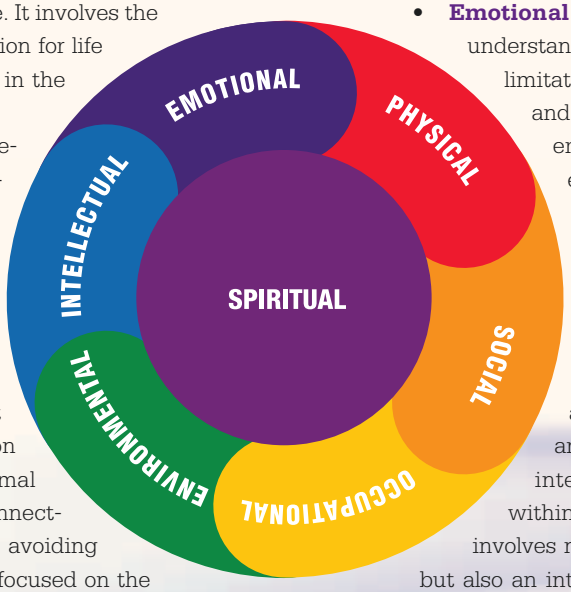
THE DIMENSIONS OF WELLNESS

This theoretical model describes aspects or dimensions of wellness at the individual level. In this particular model all the dimensions are of equal size or area in the circle. However, the centrality of the spiritual dimension is clearly depicted. The key is in striking a balance between all of the dimensions.

- **Spiritual Wellness** implies a search for meaning and purpose; the values, ethics and morals that guide an individual give meaning and direction to life. It involves the development of a deep appreciation for life and the role of faith and religion in the universe.
- **Physical Wellness** involves respecting the body's own uniqueness and diversity and engaging in practices that move one toward a higher level of health. It requires taking action to protect one's health by engaging in positive health behavior as well as avoiding risky behaviors that may have negative impacts on physical well-being. Optimal physical well-being includes connecting with one's physical self and avoiding harmful habits, while remaining focused on the balance of mind-spirit-body. This dimension includes all aspects of maintaining maximal functioning of one's body across the lifespan including delaying or preventing of disease or dysfunction as much as possible.
- **Environmental Wellness** includes recognizing the individual's responsibility to protect the environment. It means maintaining a way of life that maximizes harmony with the earth and minimizes harm to the environment. It implies acknowledging the interdependence of man and the earth and other living beings. Cultivating an appreciation for the beauty found in nature is implicit.
- **Occupational Wellness** involves making use of one's gifts and talents in order to gain purpose, happiness and enrichment in life; integrating a commitment to work or occupation in a lifestyle that is rewarding and satisfying.
- **Emotional Wellness** includes the ability to understand one's own feelings, to accept one's limitations, to achieve emotional stability and to become comfortable with one's emotions. It implies the ability to express one's emotions appropriately, to be able to adjust to change and cope with stress in a positive way, as well as to be able to enjoy life in spite of challenges, frustrations and disappointments.
- **Social Wellness** includes the ability to relate positively to others and a willingness to seek positive interdependent relationships, both within and outside of the family unit. It involves not only a concern for the individual but also an interest in humanity and the environment as a whole and an ability to live in harmony with others and contribute to the welfare of the greater community.
- **Intellectual Wellness** includes expanding one's knowledge and skills, as well as an ongoing curiosity and learning. It implies creativity and a capacity to question and think critically and openness to new ideas. It means embracing lifelong learning.



—Adrienne Wald

collaborate often with Wald and be actively involved in the planning, implementation and evaluation of campus wellness initiatives. Students in this program will also have the opportunity to develop their leadership, communication, advocacy and networking skills.

A Wellness Resource Center on campus in Gill Library and in St. Anne's, across from the new Wellness Center, will also provide access to timely wellness education materials for use by the entire CNR Community.

"Spiritual wellness is a personal quest for understanding answers to ultimate questions about life, about meaning and about relationships to the sacred," says Helen Wolf, Director of Campus Ministry at CNR. "Faith calls us to understand that we are surrounded by the presence of God in one another, and it calls us to be ready for God's presence in our lives to transform us. Being open to that transformation requires not just faith, but courage, deliberation and counsel. These are all parts of the journey to spiritual wellness."

Spirituality is not a compartmentalized segment of a person's life. Our faith, our relationship with God, our spirituality, envelops every part of our life.

To achieve spiritual wellness, explains Wolf, requires "exploring, questioning and discerning, in the present time, the traditions that have been handed down from one's faith tradition. This helps students to develop a sense of their own place in the universe and a feeling of connection to things that are beyond themselves.

"Spirituality is not a compartmentalized segment of a person's life. Our faith, our relationship with God, our spirituality, envelops every part of our life, including liking the person that we are, being able to communicate with others, thinking about what our vocation or life's work is going to be or how we are going to learn to interact with people who hold different viewpoints or lifestyles."

Explains Wolf, a person's relationship with God is not static but grows throughout one's lifetime and with each new

experience. "Working on the stages of one's spiritual development is a lifelong journey, and it's a lot of work!"

According to Wolf, this is all a part of what it means to be spiritually well and part of the learning experience at CNR. To be spiritually well, she concludes, "we must take God into our everyday lives, into our work, into our families, into our leisure time, into our church and religious communities.

According to Rizza, social wellness, which in part speaks to the ability to relate to and connect with other people in our world, and emotional wellness, are "so intertwined, it is next to impossible to pull them apart."

"The College promotes an environment that supports members of the community and on their faith journey as they each explore, question and discern. Although a lifelong journey, I can think of no better place than a school of higher education for students to develop a sense of their own place in the universe and a feeling of connection to something larger than themselves," she notes. Because the College is "highly concerned" with the spiritual wellness of its students, it also provides them with "many opportunities to discover by and large, what it means to be fully human, while recognizing that wellness comes from the integration of mind, body and spirit to one's whole way of living."

These opportunities to achieve spiritual wellness are found throughout the wide range of Campus Ministry offerings. Beyond the physical spaces on campus – the Chapel, a non-denominational prayer room in the Campus Ministry office and a meditation room in the Wellness Center – spiritual directors on campus "help students reflect on their lives and relationship with God," explains Wolf. Some of the spiritual activities offered include Catholic Eucharistic Liturgy, opportunities to serve as liturgical ministers, retreat programs, RCIA (Right of Christian Initiation for Adults) and interfaith prayer. Through a Peer Ministry program, student volunteers of all faiths assist Campus Ministry in its work of faith development, service and peace and justice offerings.

Among the many annual events sponsored by Campus Ministry, and open to all students, faculty and alumnae/i, are the "Sleep Out," to raise consciousness about the homeless, and the Hunger Banquet, to increase awareness and advocacy on the growing number of hungry children and adults in the world. Students can also witness the tangible results of their efforts through service opportunities such as the Midnight Run program, which involves direct ministry to the homeless, and volunteering at the local adult learning center, animal shelter, senior citizens center, soup kitchen and at SongCatchers, an after-school musical program where the students teach an instrument or dance.

More extended service trips have included, locally, Hale House in NYC and the Richmond Group in Yonkers, a residential facility for mentally and physically challenged adults and children. Other service trips have gone as far as West Virginia and Kentucky, the Texas-Mexico border and even outside of the country to reach a community of Mayan people in Guatemala, each in an effort to help those in desperate need. With all of these opportunities, it is not surprising Wolf believes that "students find CNR to be a place where they can express their faith and grow spiritually."

As with spiritual wellness, the impact of both emotional and social wellness upon the individual is multi-faceted. Dr. Frank Rizza, Assistant Professor of Career Development & Mental Health Counseling in the Graduate School, believes that emotional wellness is comprised of a number of elements, including the ability to interact with and have a relationship with a significant other (parent, sibling, partner) as well as the ability to develop a sense of "personal mastery" and "your own sense of destiny."

Emotionally well individuals, he explains, have the ability to take responsibility for their own actions. They also recognize that they have control of their emotional state of mind. Further, they understand that some circumstances are within their own control. However, they also possess the ability to deal with circumstances outside of their control, because their sense of responsibility allows them to understand that "my future lies within myself, not within others." Consequently, he concludes, these individuals are also able to cope with negative external factors, such as stress, and can discern when to act independently, and when it is proper to seek help from others.

As part of emotional wellness, Rizza champions the importance of emotional intelligence, which he describes as "the ability to control your own actions through self-responsibility, to be empathetic to others, to be able to respond to others, and perhaps, to help others function in a better way." He firmly believes that once you reach a certain functional level of intellectual intelligence, emotional intelligence is more important in achieving a successful life.

According to Rizza, social wellness, which in part speaks to the ability to relate to and connect with other people in our world, and emotional wellness, are "so intertwined, it is next to impossible to pull them apart." Understanding this nexus, he argues, is crucial to understanding people. "You can't understand an individual unless you understand the family they came from, the society they came from, their cultural group and the background of that society. Emotional and social wellness are not only interconnected, but they also support each other. It is so critical to have both, that if you didn't have one, the other would die."

In fact, social wellness, he offers, provides a healthy vehicle for us to achieve personal wellness. It is the ability to reach out to others and give back to the community, which allows us to achieve a sense of self-satisfaction and "to shed our innate feelings of personal inferiority."

To achieve social wellness, you first must develop self-respect, self-love and a sense of self-dignity. This level of comfort and self-awareness, in turn, will foster social wellness. Those

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with a sense of self, he argues, "have the ability to communicate their feelings to others. They also develop empathy for other's feelings, and therefore have the ability to communicate with those of different ages, backgrounds, lifestyles and religions and develop a tolerance for others and their differences."

He further explains that the ability to communicate also facilitates assertiveness, as opposed to aggressiveness, which is also an indication of a person who is socially healthy.

According to Rizza, CNR's wellness education programming has and continues to strive towards the development of both individual and societal emotional and social wellness. "The initiatives of emotional wellness are all around us in the classroom," he explains. In fact, he believes that emotional and social wellness and the attenuated concepts of both the acceptance of self and of others is so critical that he has incorporated them into his own class work. As part of his Introduction to Professional Counseling course, Rizza requires class members to write a self-introspective paper. He asks them to "look at who you are, how you got there," and to discover "the salient things of your life that help make you who you are."

Rizza credits a combination of longstanding commitment to wellness learning and the availability of the appropriate environment to foster it as a key to the success of wellness education at the College. "The wellness education programming," he explains, "which has been formalized in the process of opening the Wellness Center (but existed prior as well), is bringing to a head our efforts to provide our students with an environment within which they can become emotionally well and improve their personal emotional wellness which will then interact with the social wellness around them.

"The College's goal, both stated and unstated, is to promote social and emotional wellness for the members of our community as well as the community around the College." Rizza finds that these goals are being accomplished by the very actions of the students. "All our graduates reach out and touch those amongst us. We touch the community around us in every place that we are." Among the many benefits Rizza acknowledges as a byproduct of emotional and social wellness is the ability to function better within the workplace.

"Occupation gives us a meaning in life to form a purpose and make life goals," says Diane Spizzirro GS'05, Career Counselor at CNR. To realize occupational wellness, she continues, "we want to encompass aspects of wellness that help us achieve a balance between work and leisure, which promotes health and a sense of personal satisfaction. Work life balance is so important. We really need to make sure that we are not tremendously stressed in either our personal or occupational life as that is going to clearly affect both."

At the college level, she argues, efforts towards occupational wellness should involve building the self-confidence of students, honing their ability to make evaluations and developing self-understanding of their goals, values and desires. In doing so, they are more likely to find their appropriate career path and become successful in their chosen profession. Stressing the importance of self-confidence and self-efficacy, she notes, "You are not going to move forward in your occupation unless you feel comfortable in your ability to fulfill your position."

At CNR these occupational wellness goals are addressed through the wellness education programming which has designed and implemented innovative offerings to meet the needs of the whole person. This holistic approach, explains Spizzirro, involves "building self-esteem, empowering our students to explore career options, coming up with a strategic plan for themselves so that they will be looking to maintain a healthy mind, body and spirit."

Part of the initiative at CNR "is to create an environment of wellness where individuals really want the intrinsic reward of living a life of wellness."

The Counseling & Career Services office at CNR collaborates with the efforts of some wellness curricula, such as those involving stress management and physical education, as well as through their own programs and services. These programs have included career fairs where students are given an opportunity to develop relationships with employers and a "National Depression Screening Day," which helps promote education on the topic.

Services are available to students in the form of assistance with job searches, including the use of job boards, and networking opportunities. Collaboration with the students is a critical part of the process. Spizzirro works to help students to discover their "success stories" and uncover the transferable skills that they have developed over a lifetime but whose applications might not be readily apparent. This collaboration culminates in the preparation of a résumé. "The résumé is a marketing piece," Spizzirro explains, "so they have to own that and they have to be able to speak to it." To this end, students are assisted in developing their interviewing skills so that they may articulate the carefully chosen points of interest outlined in their résumé.

Consistent with the holistic approach of the CNR wellness education programming, "our model really looks at the whole person by putting counseling and career services together," she notes. She also points out that, because they are located in the same office, the Career Counseling department collaborates with the personal counseling staff to create many different programs, which are then made available to the students.

By making career counseling and services available to its alumnae/i, CNR has pledged to its students, a lifetime commitment regarding occupational wellness. "They can come back at any stage of their lives for counseling and to make sure that they are at a point where they are comfortable with their careers," notes Spizzirro. The importance of occupational wellness is paramount to the individual because "satisfaction in career affects everything in your life."

The College also promotes occupational wellness for its ancillary benefits to society at large. This, she explains, is con-

sistent with CNR's commitment to promoting values and ethics. "A big part of the occupational (focus) here is to learn to give back to others."

When physical wellness is achieved, it not only creates benefits to the individual, who enjoys "an enhanced quality of life," but society as well, since they will "hopefully be better individuals for our society, creating holistic health for the family and the community," says Dr. Theodora Ierides, Associate Professor of Physical Education at CNR.

According to Ierides, physical wellness encompasses a number of characteristics, including your body's physical composition, nutrition and diet, self-care and the management of your personal physical environment.

Yet while physical wellness may be the most obvious of the wellness dimensions, it is no less difficult to achieve or maintain. Heart disease, stroke, diabetes and cancer, as well as other stress-related diseases, she points out, are on the increase. Likewise, childhood obesity and diabetes, as well as osteoporosis and colon cancer in young people, are a growing concern. Thus, these personal issues regarding physical wellness become a societal problem by increasing medical and healthcare costs.

To achieve and maintain physical wellness, Ierides advocates appropriate lifestyle choices, including regular exercise, proper diet, the use of stress-management techniques, avoidance and/or moderation of drugs, alcohol and tobacco and the use of a strong support network to help maintain focus.

At CNR, "we want to create a proactive, physically active, empowered population that can truly understand, appreciate and live the concept of wellness." Notwithstanding the numerous beneficial courses offered at the College, Ierides cautions that their value would be compromised without providing the students with the proper surroundings. "What you need to do is establish an environment of wellness, not just programs." Part of the initiative at CNR "is to create an environment of wellness where individuals really want the intrinsic reward of living a life of wellness. What the institution is doing is creating an environment which motivates and encourages individuals and educates individuals who want to educate themselves."

Led by its inspired leaders, The College of New Rochelle is steadfastly moving forward with its wellness initiatives. "There is tremendous support and excitement from the deans and the faculty and staff for collaboratively developing new approaches that will be based on best practices and include a wider range of content," explains Adrienne Wald.

These continuing efforts, Wald explains, are supported by a philosophy that not only serve the student body, but society at large by "assisting students to lead healthier lives," so that they may "go out into the world as nurses, educators and leaders," and become "political, social and economic decision-makers, thereby advancing the collective health of the community." ■

Frederick Romano is an attorney, published author and freelance writer, who lives in New York City. He has written on the topics of film, sports, real estate and education.

MORE THAN THE SUM OF OUR PARTS

Though the recognition that achieving wellness in all its dimensions is imperative to achieving true wellness is only recently gaining full acceptance in the medical community, CNR has long supported that philosophy. In fact, the College's School of Nursing emphasizes holism in the curriculum of all its programs and was the first in the country to introduce a graduate program in holistic nursing in 1994.

Jackie Levin GSN'99, who studied holistic nursing at CNR, is presently the Holistic Nurse Specialist & Program Coordinator of the Mind-Body Education and Patient Care Program at the New York University Langone Medical Center. In her clinical practice, she applies her CNR training by emphasizing the importance of recognizing the interrelationship between the many dimensions of wellness.

Holistic wellness "is the recognition that the person is ever-evolving, growing and changing and that we are more than the sum of our parts. It is an integrated whole involving the mind, body, spirit, relationships and environment. All these parts have a synergistic effect on a person." Whether it is healing, or stress and disease occurring within a dimension, she explains, it will affect the other dimensions as well.

For Levin, the importance of holistic wellness is its ability to both complement and expand upon more traditional means of achieving wellness. Distinguishing holistic wellness from the curative model of conventional health, she explains that holistic wellness is "a process in which healing may not involve curing." Healing, Levin notes, "may involve finding new meaning in one's life in the context of one's present situation. Finding meaning, enjoyment, making new connections and continuing to grow relationships, even during illness or impending death, are, for some, part of the process of holistic wellness which is ultimately a self-defined experience."

Levin notes that holistic nursing is a process of deep listening, self reflection and self care to enhance and inform clinical practice. These elements, she explains, give one the ability to discern how the many dimensions of health impact upon one another and support the adjustments one might make to achieve wellness across the spectrum of these dimensions.

It is "a perception of the quality of life," from the patient's perspective, which the holistic nurse helps the patient express then nurture and discover which of the many routes is right for them at this particular time. Yoga, meditation and vegetarian diet, for example, may work for some but not for others. "People need to find what resonates with them and supports their own sense of well-being."

These expansive wellness notions are being spread to others and are also brought full-circle back to CNR's School of Nursing, through alumnae such as Levin, who mentors graduate holistic nursing students at both CNR and NYU. "It is a reciprocal relationship," she explains. "I learn from them as well, and I am always being re-inspired as to the import and impact of our work."

A DOSE OF WISDOM

BY GARY ROCKFIELD

Each new day seems to bring word of some exciting breakthrough in medical science. But what new drug or device can match the age-old human talent for caring and healing? Meet six CNR grads who are helping others lead healthier and happier lives – from a public official responsible for millions of Americans, to experts who are confronting our most mysterious afflictions one patient at a time.

Cecelia McCarton, M.D., SAS'65

"WE WERE SAYING TEN YEARS AGO THAT THE epidemic is coming at you," recalls Dr. Cecelia McCarton, "and people replied that we were alarmists. But now it's here."

The epidemic is autism, and once every 20 minutes an American child is diagnosed with this mysterious neurological disorder. That adds up to one child in 150 with the condition, and one boy out of every 94.

"Autism used to be something nobody wanted to talk about," says Cecelia, an expert in developmental disorders and executive director of The McCarton School in Manhattan. "But now it's affecting so many people that there's a groundswell. Everybody knows someone who's affected, every place you turn. The sheer numbers are driving awareness."

They are also driving demand for schools such as McCarton, for youngsters with Autistic Spectrum Disorders. "We started with twelve children and have already grown to twenty-seven. The children we serve are three to twelve, but we are looking to expand to serve teenagers as well."

In the six years since Cecelia founded the school, "we've helped children fully return to mainstream schools, others mainstreamed with extra classroom help, and others who at least have been able to leave the one-on-one setting. And among the students who do remain with us, we've also seen some vast improvement – children who weren't talking at age five are talking now."

Public schools are trying to do more for autistic students, but just can't provide enough customized attention, Cecelia explains. "Some children are very high functioning, while others are very challenged. We're constantly tailoring the program to each individual child."

But I very much wanted to be a doctor again, working with children and families rather than running an academic division.

One Step at a Time

Cecelia has five grown children of her own, and lives in Stamford, CT, with husband Sigurd Ackerman, president and medical director at Silver Hill Psychiatric Hospital in New Canaan. A professor of pediatrics at Albert Einstein College of Medicine in the Bronx, she formerly ran the clinical research division at Einstein's Rose Kennedy Center, which specializes in developmental disabilities.

"But I very much wanted to be a doctor again, working with children and families rather than running an academic division." So ten years ago she gave up that role to start her own facility, The McCarton Center for Developmental Pediatrics, providing diagnosis and treatment of various disorders.

"We assess a very wide range of conditions – speech and language deficits, learning and motor disabilities, genetic disorders. In the course of examining these children it became clear that I was seeing more and more who were autistic. We were treating them, but there were no schools for them."

Responding to that need, in 2002 she launched The McCarton School, right next door to her center on the Upper East Side. "I knew parents who were looking for this kind of school, and I was ready to start one. The timing was perfect."

At her school, "We use an integrated model combining speech/language therapy and occupational therapy, along with the commonly employed ABA – applied behavioral analysis." Autism is very pervasive, affecting language, socialization, the ability to play and the development of motor skills. Using positive-reinforcement techniques, ABA therapy breaks down these skills into manageably small incremental learning units.

The integration of therapies is crucial, Cecelia says. "It's a seamless fabric, but it is very time-consuming. We insist on a one-to-one student-teacher ratio because that is what these children need to learn.

It's also a learning experience for parents, who can be feeling isolated and bewildered when they arrive at McCarton. "Whatever we teach your child in school," Cecelia assures them, "we'll teach you how to generalize it into the real world. Situations such as getting a haircut, going to a restaurant, buying shoes, just walking down the street together – we're going to work on them, so you can do them as a family.

"Just one task can take weeks or months. But the beauty of the situation is that as you do all this, you are constantly gathering data on the child, allowing you to judge if he really is learning."

Seeking the Trigger

There is no known "cure" for autism, although Cecilia is among those who believe that very early diagnosis and extensive individual therapy do offer hope.

And early diagnosis is becoming more common, "as parents become much more savvy about development and what their child should be doing. We're seeing much younger children as parents bring them in much sooner. The media really have done a tremendous job on this issue."

She also credits the Autism Speaks Foundation, launched by General Electric executive Robert Wright and wife Suzanne after one of their grandsons was found to be autistic. "When tragedy struck their family, they said, 'OK, autism, you've knocked on the wrong door. We're going to take you on.'"

Autism Speaks, Cecelia adds, has been a driving force in raising research funds as well as awareness (see autismspeaks.org for more information). But the disease's origin remains a mystery.

"The belief is that it involves not just one gene but multiple genes. It might take some 20 genes that need to come together. But there might also be a switch to trigger this genetic disposition. So the belief is that there is also an outside element, an environmental cause." That cause, she adds, is the subject of many different theories.

"There definitely is something happening worldwide. Europe, Asia, the Middle East are all

(Continued on page 15)

If we as adults believe in the value of sports, then we are obligated to provide it to girls on an equal-opportunity basis.

David Zawatson
GS Cert. '00

"I'M NOT RUNNING AROUND blocking people any more," says former New York Jet David Zawatson, "but I still know how to set goals and focus."

Those are just two of the crucial life skills David says playing sports can teach. And as athletic director for an entire school system, the Long Island resident is trying to get more young people up off the sidelines and into the game.

A pro lineman in the early '90s, David just completed his rookie year as district director of athletics, recreation and physical education in Great Neck. That followed seven years in a similar post at Oceanside, a high-school sports hotbed.

"It was extremely competitive there, on the field and off. But only a small percentage of the student body is ever going to get a sports scholarship, be stars on the team or get featured in the newspaper. So we had to create a different framework for success, and community education was very important. We needed to make the point that sports has benefits that stay with you for life."

And David feels he helped make that point, "by changing the orientation of phys-ed from a sports-based model to something that educates people for a lifetime of fitness and the appreciation of physical activity.

"It's about helping individual students develop an understanding of what fitness and wellness are all about, living a lifestyle that's preventive of problems such as diabetes and heart disease. "This is really the trend, and the challenge for PE teachers across the country."

Strengthening the Connection

With the Jets, Bears and Falcons, David's biggest challenge was just staying off the disabled list.

"It seemed like I was always coming back from something rather than being able to build on something. One year I broke my left hand in the first half of the season and the right hand in the second half."

Two elbows that required major sur-

Cecelia McCarton, M.D., SAS'65 *(Continued from page 13)*

reporting increases. It's a sign of the times that the United Nations recently declared a World Autism Day."

One possible culprit driving intense parental concern: childhood vaccines, especially those with the mercury-based preservative thimerosal. "But this was taken out five years ago," Cecelia points out, "and we are still seeing the incidence rate rise."

Cecelia does suggest that children may be getting too many vaccinations in too short a time, and that these shots could be spread out more through the childhood years.

But research, she says, must not just focus on a cause, but also "what to do with the children who have it now. How do we educate them? What about adult vocational training? There are just so many aspects. These are people who are going to be with us through their seventies and eighties." ■

I think the most important thing to know is that autism is no longer a hopeless diagnosis. With early detection and treatment, you can change the face of autism.

gery still give him some problems, but David says his four pro years did leave him "better off financially than the average 28-year-old. I'd had good advice and was able to set something aside while I decided what to do next."

That decision was made when wife Christine got the chance to return from their California home to an old teaching job on Long Island, and David picked up whistle and clipboard to become a phys-ed instructor. They both studied school administration at CNR – with Christine moving up to a principal's post in Long Beach, and David in 2000 taking over for Oceanside's retiring district AD.

"As a 42-year-old guy with some physical issues, I definitely appreciate the importance of all this. I really feel we've done a disservice by separating the mind and the body. The research is clear – people who are physically well and active are more mentally productive. Fit students do better."

But in an age of increasing youth obesity, with a *Time* magazine cover lamenting "Our Super-sized Kids," how do you get teens to stop text-messaging long enough to move the rest of their bodies?

"As an AD," David says, "you're trying to appeal to the broadest base possible. In Great Neck, for example, we have a large population of students from Asia, where badminton is a major sport, so we're going to offer it here. It's a great addition for kids who perhaps aren't interested in a sport like football."

Whatever the game, "It's one more opportunity to have kids strengthen their connection with their school beyond the classroom day. Anything that strengthens that bond makes them better students and more responsible members of the school community. That's why I'm not just an advocate for sports but for activities like the jazz band or school paper."

He's also an advocate for increased female participation in interscholastic and intramural athletics. "If we as adults believe in the value of sports, then we are obligated to provide it to girls on an equal-opportunity basis.

"As a nation, we are in a very competitive global era right now in professions such as science and medicine. We aren't as big as an India or a China," he warns, "so our people have to be the best. And sports can help us reach that peak."

Role Models

David reached his peak with the help of several inspirational coaches, after moving as a teen to California from Cleveland.

"My high school football coach was a great motivator but also a great guy, just so modest. Even right in the thick of a hard-fought game he'd actually be asking us, 'What do you think we should try here?'"

David earned a football scholarship to Cal, but his Golden Bears floundered before a new coach set them straight. "I saw how clear and focused he was on long-term goals," David recalls, "how he held us to a higher standard, and how he was confident enough to surround himself with assistants who were dynamic and assertive.

"So one thing I've learned is when I'm looking for a coach, I look at the person. Can they communicate? Are they good role models? Are they someone you'd want to spend time with? The people skills are what's important, not so much the technical background in a particular sport.

"Then I try to tell parents that if you have an issue with a coach, go to the coach – not over their head. This is a mature adult who can sit down with you and discuss the situation."

And even disappointing situations, such as riding the bench instead of being a starter, can prepare young people to deal with life. "I've had situations that didn't go my way," David points out. "So I had to learn how to respectfully communicate my issues to my superiors and learn to ask what I could work on to improve my value."

But in an era of steroid scandals, can sports still build character as well as muscle? David says negatives such as drugs and incivility are not "seeping down" from pro sports, but rather "seeping in" – from the culture all around us.

"Look at all the people in our society who are on 'performance-enhancing drugs' of one kind or another. It's tough work training your butt off, so some people take short cuts."

The final score, he says, is that school athletics provide a useful setting to warn teens about the consequences of substance abuse – in fact, any extra-curricular activity is a plus. "We have more to worry about with those kids who come to school, attend class and then take off for the rest of the day." ■

Mary Magee SN'84

AS A FORCEFUL ADVOCATE FOR workplace safety, nurse Mary Magee has spoken out to protect her colleagues from needle-borne infection. But she's also worried that a more subtle emotional danger is making the rounds at hospitals nationwide.

"Why do nurses leave nursing? There's a newly coined term I feel really hits it on the head: 'moral distress.' It's what nurses are experiencing because they feel the care they are actually able to give does not meet their own ethical standards or what the patient deserves."

With staff and resources stretched thin at hospitals such as San Francisco General, where Mary works in labor and delivery, "there are a lot of demands detracting from our ability to provide patient care, impediments to giving the level of care we envisioned when we joined the profession.

"Our new mothers have just gone through a major life change. But I often feel I don't have enough time to give them the information they'll need once they get home or help them smoothly establish their breastfeeding routine."

And yet, Mary says, she would not trade her 20-plus years at SFGH for any other job.

"I would definitely advise young nurses to go into a public hospital. You're not just giving service to the poor, you're giving to yourself. One of the most profound things it has given me is being forced out of my middle-class bubble to see how other people live."

And, unfortunately, how they die. Because what first brought the New Rochelle native 3,000 miles to SFGH was the chance to work on its pioneering AIDS unit, as that deadly epidemic was raging in the mid-1980s.

"Now it has become a mostly chronic condition instead of an acutely terminal

I would definitely advise young nurses to go into a public hospital. You're not just giving service to the poor, you're giving to yourself. One of the most profound things it has given me is being forced out of my middle-class bubble to see how other people live.

disease, but at that time we all understood there was no cure. So the challenge was to let go of that idea and to focus on easing the patient's suffering."

Moving to the hospital's birth center in 1992 was a major change for Mary, but a fitting one. "Being at both ends of the continuum of life was very spiritually powerful. Being with an AIDS patient taking his last breath and now being with a mother whose baby is taking his first breath."

Labor Pains

When Mary first joined the birth center, "it was a great opportunity but I was terrified. I was trying to remember all my old training," she admits with a laugh, "and in the meantime looking out for low-flying storks."

The unit, including a team of midwives, handles not just labor and delivery but pregnant women coming in with various urgent health issues. "Our moms-to-be don't have their own physician to call, so they come to us."

One increasing problem for pregnant women is diabetes, and Mary warns that it's actually most dangerous in the first trimester, when a spiking sugar level can cause birth defects.

Mary also sees many Latino women who suffered rape or other trauma crossing harsh border regions. "One painful part of this job is seeing the challenges faced by women in our society, especially low-income women. It's a real eye into the occurrence of social abuse."

But some of the abuse is self-inflicted. Meth can dangerously alter the mother's brain chemistry, and crack is especially frightening because it can spur premature labor.

"Sometimes we'll see a woman brought in by EMTs. She's 28 weeks pregnant, she's bleeding, she's under the influence, a preemie is being born and the scene is completely wild."

It's painful, Mary says, "to see someone so disconnected from themselves by the drugs they abuse." But she also has seen how pregnancy and birth can provide a fresh start, a window of opportunity to turn a life around.

"And this is where social workers are so needed in a hospital. We have wonderful people who can link patients up with all the programs and services that are out there. It's very fulfilling to see a mother and her baby doing well six months later."

Unsung Heroes

Mary's father Jim taught social work at CNR, and her husband Ed is a social worker at SFGH.

While she and Ed enjoy watching medical shows like *Grey's Anatomy*, "they don't give you a sense of how important the roles are of all the people in a hospital. From the unit clerks to the janitors, they are the unsung heroes.

"If you don't have your clerks, X-ray techs and lab phlebotomists, you are not going to have a functioning hospital. Staffing levels are crucial not just for nurses but all categories of health-care worker."

And so, because SFGH is largely dependent on local government funding, Mary makes sure to speak up during the annual city/county budget wars. "We're suffering because of federal and state decisions. The fat has been cut away and now the substance is being cut into as well.

"We try to give county supervisors a real-life view of the people who need these services. But we try to come in from a perspective of 'Please don't rob Peter to pay Paul. Don't close that community clinic to help us out.' Health care is all part of a tapestry, so our hospital's union tries to form alliances and coalitions in our community."

Mary became active in the Service Employees International Union to fight for better workplace safety, as needle mishaps became an increasing threat during the AIDS epidemic.

"I have seen colleagues get HIV and hepatitis-C from needles, scalpels and other sharps, and that has made me very impassioned about this issue. Even before the AIDS crisis, 200 health care people each year were dying from hepatitis-B.

"Safer needle technologies were emerging, but employers were resisting the cost and training required. Thanks to our union, we were able to lobby the state legislature to pass laws making hospitals provide these safety features."

Those California laws, the RN adds, have become a template for other state and federal measures.

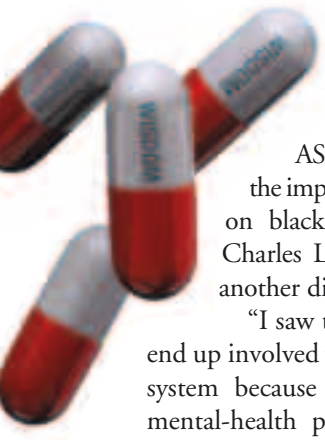
And two years ago she attended an international needle-safety conference in South Africa. "The problem is even greater overseas. In many poorer countries the needles are reused, and the disposal techniques are not safe at all."

MRSA infections pose yet another workplace concern. "They're on the rise in San Francisco, and we're trying to track the lines of bacteria to figure out where they are coming from. I personally developed MRSA and suspect I got it on the job."

But along with these dramatic dangers, nursing's daily wear and tear also takes a toll. That's why, for the long haul, Mary urges "taking care of yourself physically as well as emotionally. Get good shoes. Wear support hose.

"The average age of nurses in California is up to 47, and we're hurting! I do yoga, and at 46 I would not still be out there without it. I'd be on the couch," she laughs, "curled up like a pretzel." ■

Charles Lewis, Jr., Ph.D., SNR'95



AS HE WAS STUDYING the impact of male incarceration on black families and children, Charles Lewis, Jr., was struck by another disturbing theme.

"I saw that many young people end up involved with the criminal justice system because they have diagnosable mental-health problems that have not been detected or treated. Mental-health systems are generally set up so that mothers many times must turn their children over to the criminal system to get any kind of help. There's no place else to turn.

"So the bottom line for me," says the Howard University School of Social Work professor, "is that we have to do a better job of identifying and treating young people for problems such as depression. Now how that gets done … it's going to take a major commitment. Better screening in the schools could help, but some schools are very resistant to adopting this role."

However it gets done, "We have to do a better job of educating the public. Parents need to know more about depression and look for the signs. And we've got to move beyond the stigma of your child receiving, quote-unquote, 'mental-health services.'"

Between Two Worlds

Growing up in Brooklyn, where his father was a politically connected pastor, Charles saw how the church can help communities meet this kind of challenge.

"They can be opinion leaders; a pastor is someone that people look up to. But the pastor also must understand his or her limitations and help people get the right kind of medical treatment."

Churches, he adds, can educate the public on what services are available, "and be the watchdogs of these services: Are they adequate? What more is required?" But while praising the Bush Administration for emphasizing faith-based initiatives, he adds that many churches lack the know-how to pursue and obtain grants that could help them do more for the community.

"They lack the experience that non-profits have in this area, so my idea is that the churches can better partner with the non-profit community. I have an article coming up this fall in the *Black Theology Journal*, on 'Rethinking the Role of African-American Churches as Social-Service Providers.' Having spent a lot of time in church and in the social-policy arena, I feel I can bridge these two worlds."

When I graduated Columbia I wanted to be in a think tank rather than in academia, but my year at a private consulting firm didn't work for me. Profit was the bottom line there, rather than bringing about change.

And bridging different worlds is nothing new for Charles. With an aptitude for science, he first decided to study mechanical engineering at CCNY – only to get caught up between warring factions in the campus upheavals of the late 1960s.

"The liberal-arts students shut down the school, while everyone in engineering was very intent on never missing a class. Most of the black students were in liberal arts, so I was caught in the middle. It created an identity crisis for me, and I just left school. I had always been a numbers person and now I started thinking about what it meant to be a black person in America."

No Voice at the Table

Working in local journalism and as a press aide for Brooklyn's borough president, Charles kept close to his faith – and was asked by his Baptist minister to lead an outreach effort aimed at local black males.

"So here I was telling these men that they needed to go back to school, and something in the back of my head said, 'Well, what about you?' I saw how some of these men needed not just fellowship but therapeutic intervention and I felt if I could learn those skills I could do a better job for them."

Attending CNR's branch campus at the New York Theological Seminary, Charles got his BA in counseling. "Returning to college at age 42 was a unique experience, but at CNR they are very understanding of the struggle."

He next added a master's in clinical counseling at Clark University in Atlanta, "to get the hands-on skills I needed to work with people. But I also took a course in policy, and it made me aware that there weren't any people of color at the highest levels of policy-making. I was following the debate on welfare reform, and there was no one at the table giving voice to the people most affected."

Intent on becoming a voice, Charles earned a Ph.D. in social policy analysis at Columbia University, and began his research on incarceration and the black community.

"When I graduated Columbia I wanted to be in a think tank rather than in academia, but my year at a private consulting firm didn't work for me. Profit was the bottom line there, rather than bringing about change."

Bad Situations

So in 2002 Charles took an opening at Howard, in Washington, DC – another tale of two worlds, a city of contrasting power and poverty.

"Health insurance is a key issue here," says the president and board member of the District's Mental Health Association. "Many inner-city residents are on Medicaid, which does not offer much funding for mental-health services. And even if you have the money, where are you going to find adequate providers?"

Untreated depression, he believes, is

The father of three grown children, Charles is writing a book he calls "My Brother's and My Sister's Keeper: African-Americans and Social Welfare Policy." He's also presenting two papers at an international social work conference this summer in South Africa.

not just a problem in its own right but a major contributor to substance abuse.

"We still don't know enough about depression among young people. Their symptoms are often categorized as being 'moody' or 'antisocial.' Educators and police are not trained to recognize mental-health problems, so kids get caught up in a lot of bad situations."

The father of three grown children, Charles is writing a book he calls "My Brother's and My Sister's Keeper: African-Americans and Social Welfare Policy." He's also presenting two papers at an international social work conference this summer in South Africa.

"My next move is to go out into a neighborhood, work with the churches and non-profits and see if I can create this model of cooperation that I have written about."

To analyze the mental-health service gap, Charles closely follows the National Longitudinal Study of Adolescent Health, a project that is tracking individual teens into adulthood. He's also creating an institute at Howard that would bring together experts from departments such as Education, Law, Divinity and Political Science.

"We can't work in silos," he explains. "We have to break out and broaden the conversation." ■

Jeff Krieger GS'00

"I'VE ALWAYS FOUND MY GREATEST comfort zone in and around the water," Jeff Krieger confides. "And I had always simply assumed that other people shared this calm."

So as a young swim teacher, he was shocked to meet people who were absolutely terrified of the water – and surprised to learn there were no specific programs to help these "aquaphobics" cope.

That's why the mental-health counselor and special-needs swim instructor started S.O.A.P. – Strategies Overcoming Aquatic Phobias. It's a series of small-group classes the New Rochelle native first developed in Westchester and now offers in Florida, where he is Camp, Athletic and Aquatic Director at the Golda Meir/Kent Jewish Center in Clearwater.

"I see people who are competent, successful, have handled all of life's challenges but wonder, 'Why can't I put my head in the water? What's wrong with me?'

"They just want to relax and go boating, go to the beach, play in the pool with their grandchildren, without losing control of their thoughts, emotions and physical responses. But," he emphasizes, "they will not be helped by a traditional swim class. They need someone who understands the problem, the skewed perception and the conflicts that result.

"I had one retired Marine colonel who finally was able to jump off the one-meter board, and came to the surface grinning from ear to ear. 'I was in Korea and Vietnam,' he told me, 'I've been wounded three times and seen men die. And nothing made me more afraid than going into the water over my head. Now I finally feel like a complete person.'"

Calming Troubled Waters

A few aquaphobics, Jeff explains, actually suffered some traumatic experience in the water. But most have no idea how their fear arose.

So he starts his groups out of the pool, with talks on how phobias work, how chemical impulses in the brain affect phobics' response. Then he sizes up the depth of each individual's fright.

I was the go-to guy for the children who were scared of the water, and I thought, 'What would it be like to teach adults who are aquaphobic?'

"Can they get in the water? Can they put their face in? I've even seen people who had trouble taking a bath."

Once in the pool, "all aquaphobics feel they can't breathe, can't move, can't process their immediate situation." To start easing this "phobic funk," Jeff will ask people to hold their breath for a few seconds, then put their heads underwater, for just three seconds.

"I'm only asking for three seconds of your life – just try it. It's amazing how these three seconds can change a person's life forever."

Jeff recalls one 35-year-old who finally did go under, and was crying hysterically as he popped back up. "'Uh-oh,' I thought, 'I've really blown it here.' But then he told me that aside from his daughter being born, this was the happiest day of his life."

Not everything goes so swimmingly, Jeff admits. More than once, he has had to use every ounce of strength and counseling skill "to reel back someone who's in total panic mode." To prevent that panic, Jeff instructs students to focus their attention on neutral objects, "like the focal point they teach expectant mothers in Lamaze."

He even employs the ultimate aqua-prop: rubber duckies. "You have to have some humor in this, be able to laugh at yourself. It's an instant tension-reliever, and I think it helps clients revisit a time when they were first exploring the water as a child."

Along the way he works to build students' trust – in him and each other. "The group dynamic is crucial. When people discover they share a common bond and face their fears together, they will stick with S.O.A.P. because they don't want to let each other down."

But teaching frightened youngsters, Jeff has found, requires a one-on-one approach – with an outside party, not mom or dad. You might be the most well-meaning parent, "but the child will still feel he's letting you down somehow.

"So find the most experienced instructor you can and hope they understand the depth of the emotional component. I've had to clean up a lot of dirty work with people who were just thrown in the water." Telling them, "Don't be a baby" or "I learned to swim when I was four" only makes things worse.

Riding the Wave

On a swimming scholarship at American University in Washington, DC, Jeff dreamed of going into social work and was active in the campus crisis-intervention program. But at his parents' request, "I turned my back on the water and on psychology" to run the family service station and repair shop.

"I did well, and it certainly helped put my kids through college, but for 22 years I felt like a fish out of water. I just felt I was meant to be doing something more with my life."

Because "people have always felt comfortable confiding in me," Jeff looked toward guidance counseling. He enrolled at CNR for his master's, started substitute teaching and also began working with a large summer camp in Scarsdale.

"I was the go-to guy for the children who were scared of the water, and I thought, 'What would it be like to teach *adults* who are aquaphobic?'"

A few years later he decided to find out, when Yonkers layoffs swamped his school-counseling career just before tenure. "I loved counseling and I loved swimming, so I thought there had to be a niche for me somewhere."

And thus S.O.A.P. was born in 2001, with several area colleges and organizations hosting the course. "My first group, at SUNY Purchase, was six people, from their 30s to their 80s, and it was a very powerful experience. Everything I tried just worked, and I could see how I was changing people's lives."

Pushing the Right Buttons

"Water has always been therapeutic to me," Jeff says. "When I'm feeling out of balance I've always gone down to the shore. The Earth is 75 percent water and so is the human body; even before we're born we spend nine months immersed in water. I'd love to dig deeper in terms of theory and research."

He'd also love to partner with a major mental-health or water-safety group to take S.O.A.P. nationwide and presented his concept at a World Aquatic Health Conference in Cincinnati last fall. The Tampa Bay chapter of the American Red Cross is talking with him about training more S.O.A.P. instructors – but at the same time, Jeff feels, his personal touch is crucial.

"I can identify specific needs for each individual. You have to know what buttons to push."

Failure is only temporary, Jeff continually reminds his students – but success, no matter how small, lasts forever. And while a few cases require further professional intervention, some 95 percent of S.O.A.P. students do successfully improve.

"I have a lot of respect for these people. The course requires a great physical and emotional commitment, and I warn that it will give them some anxious moments both in and out of the pool."

S.O.A.P., he emphasizes once again, is not a swim class. Its counseling and water-adjustment skills "are about being able to confront your fear and develop strategies to enjoy an aquatic lifestyle.

"Fear is a good thing because it teaches us what to avoid. But when your perception is distorted by fear, it can greatly affect your quality of life." ■

Ana Marie Balingit-Wines SN'81

A DIRTY BOMB HAD JUST GONE off in a major West Coast city. Another attack was threatened against Boston or New York. And did we mention the massive hurricane bearing down on the Eastern Seaboard?

It was shaping up as a busy week for Ana Marie Balingit-Wines.

Fortunately – this time – it was all just a drill, a simulation to test the readiness of various federal agencies. For Ana Marie, chief nurse of the National Disaster Medical System (NDMS), it was a valuable chance to test the electronic medical-records and patient-tracking systems she has helped create following the all-too-real Hurricane Katrina.

"One crucial lesson from Katrina," she says, "is that we simply lost track of people. We moved them to get medical care but couldn't track where they ended up. Someone would call and ask, 'Where's my Aunt Bessie?' and we couldn't tell them. So developing these systems became one of my key responsibilities."

As chief nurse and a senior executive officer with NDMS, the Germantown, MD, resident helps direct a network of 6,500 mostly civilian health care professionals – nurses, physicians, EMTs and paramedics – who stand ready to roll in a crisis situation.

Are their skills and credentials up to date? What about their immunizations? Are they proficient on the new electronic records systems? Ana Marie manages all this and more as a commissioned officer in the Public Health Service (PHS), part of Health and Human Services (HHS) in the nation's capital.

"While everybody knows the first five uniformed services, the Army, Navy, Marines, Air Force and Coast Guard," she admits that few Americans can guess the other two – the PHS and NOAA, the National Oceanic and Atmospheric Administration.

Epic disasters get most of the publicity, but PHS handles a wide range of assignments, from state occasions such as President Reagan's funeral to the huge yearly Fourth of July celebration on the Washington Mall.

"I worked that one personally last year. You never know what you're going to get, band members in their heavy uniforms passing out from the heat, that kind of thing."

A Wake-Up Call

Leaving the Philippines for Yonkers as a youngster, Ana Marie studied nursing at CNR. Looking beyond the daily routine of hospital life, she signed on with the Air Force, then transferred her commission to PHS.

One memorable posting was with the Alaska Native Medical Center, delivering health care to needy residents in some of the state's most remote rural areas. "It was one of my best assignments, in terms of being a human being and a nurse. The people were just so grateful."

Ana Marie moved back to the lower 48 as her young family began growing – daughter Emily is now 18 and a Coast Guard cadet, while son Philip is 8. She settled in for 13 years with HHS, managing the employee health-care system for PHS and NOAA – before 9/11 shook her from this comfy bureaucratic cocoon.

"It was decided I'd go to Ground Zero, to serve as chief nurse for the federal disaster teams and help keep the clinics running smoothly. I was a New Yorker, so the rear admiral who was my friend and boss figured I'd know what to do.

"There was a long hallway between our offices and I'd walk all the way down and say, 'I'm not going.' He'd walk all the way back and say, 'Yes, you are.' He was wearing the star, so off I went."

Following her work at Ground Zero, Ana Marie was named to a cadre of officers trained in terror-attack response, and in 2003 was asked to join NDMS – which had been transferred to FEMA, the Federal Emergency Management Administration. (Her agency returned to HHS in 2007.)

"There was a lot of impetus post-9/11 to improve the system," she recalls, "trying to automate and systematize how we would prepare to deploy people." But it was Nature, not terror, that would next put Ana Marie to the test.

One memorable posting was with the Alaska Native Medical Center, delivering health care to needy residents in some of the state's most remote rural areas. "It was one of my best assignments, in terms of being a human being and a nurse. The people were just so grateful."

Feeling the Heat

When Hurricanes Emily and Francis hit in 2004, she found herself helping coordinate emergency response and preparedness activities. She also was asked to create an electronic medical-records system.

"We needed something better than paper-and-pencil. Especially in an age of bio-terror you must be able to gather and analyze data faster than ever. Are a bunch of people foaming at the mouth? You must be able to immediately spot that kind of trend."

When Katrina hit New Orleans in 2005, this system was just coming together, "and all of a sudden we had to mobilize it. Within 10 days a prototype was up and I was on the road."

Even so, with the system not fully ready for such a large-scale disaster, "my office still ended up with 185,000 pieces of paper that were gathered from Katrina." Many of these files were not only filthy, stinking and hard to read, but also possibly contaminated.

"I think I ended up with aseptic meningitis after reviewing some of those records," Ana Marie recalls. "I was wearing gloves and a surgical mask and I still wound up in the hospital with a 103-plus fever."

Critics also made things hot for FEMA, for what many call its tardy Katrina response. So being ready next time is Ana Marie's top priority, as she oversees the new electronic records and patient tracking system, online credentialing and faster access to the immunizations needed by NDMS responders.

"And I do think we're readier, although I don't think you can ever say you're fully ready without knowing the exact nature of the threat. I think we've come to realize that collaboration between federal agencies is a must."

All Over the Place

PHS is always looking for good nurses and other personnel, Ana Marie points out, especially with the nation's military and National Guard stretched thin.

"There's a lot of opportunity. The Centers for Disease Control is a PHS agency. The people working on anthrax or going to Africa to fight malaria and AIDS are PHS. The FDA has many of our officers in consumer-safety roles. We're all over the place, committed to the health of the nation and the world."

But being "all over," Ana Marie adds, means "you could be stationed out in the middle of nowhere." And that's just one sacrifice an officer's family might have to make.

"My husband Mark is an IRS attorney, and there I was with FEMA after Katrina. So we probably were with the nation's two most unpopular agencies. Back to School Night," she recalls with a smile, "was not Emily's nor Philip's most comfortable moment." ■

Gary Rockfield is a freelance writer/editor who frequently reports on education and business-related issues, as well as unique personalities from all walks of life. An award-winning former newspaper editor, he lives in Brewster, NY.

CNR Students Help to "Focus The Nation" on Environmental Issues

Cara Savino SAS'10 mixes dry ice (solid carbon dioxide), ammonia and water and uses a colored indicator to show the negative effect of increased atmospheric CO_2 on ocean water.

This winter, CNR participated in Focus The Nation (FTN), an unprecedented national simultaneous educational symposia on global warming solutions for America. FTN's goal was to create a dialogue and promote civic engagement with local, state and federal political leaders nationwide on climate change. As the largest teach-in in US history, Focus The Nation prepared hundreds of thousands of students to become leaders in the largest challenge any generation has faced.

"Climate change is something that most students were hearing about in the news yet probably understood only slightly, which is typical of most Americans," says Dr. Faith Kostel-Hughes, Associate Professor of Biology and Director of the Environmental Studies Program at CNR, who spearheaded the CNR program with the assistance of a team of faculty. "FTN was a chance for our faculty and students to be engaged in a national discussion of this topic, with the goal of education, not advocacy."

And because CNR approached the topic from the perspective of many disciplines, participants got to appreciate that climate change has major societal implications. "We wanted to dispel notions that you have to be a scientist to understand or care about this issue, that it is more than predictions about rising sea levels and heat waves," says Kostel-Hughes. "This was a chance to expose our students to a range of scholarly insights that would help them to be better citizens, citizens ready to become engaged in addressing climate change, as well as other major national and global issues such as poverty, human rights, international relations and energy policy."

The CNR event, conducted over three days, kicked off on January 30, 2008, with a presentation by Andrew Revkin, award-winning environmental reporter for *The New York Times*, who spoke on "The Daily Planet: On the Front Lines of Climate Change, from the North Pole to the White House" to an overflow crowd of several hundred.

The following day, students and faculty presented a full day of presentations, panel and round-table discussions and student showcases. Topics covered included the attitudes, behavior, ethical considerations and governmental policies that impact environmental issues in the US, Europe, Africa and other developing areas of the world, the scientific basis of climate change and the potential disastrous outcomes, as well as what mitigating solutions can be achieved on global, regional and local levels.

Among the many students to exhibit their research, freshmen Hiba Jamil, Jane Duffis and Angela DeMarta showed off a bike-powered generator, while seniors Binh Phong and Shonda Gaylord demonstrated a Q-Drum, a reusable portable water container that provides rural people in Africa an easier way to transport clean and potable water. Junior Sherly Mathew and sophomore Randa Hussein urged onlookers to consider solar flashlights, which provide hours of illumination through the use of a solar panel that lasts 20 years. Randa also presented a poster on "Green Chemistry," where she discussed the initiatives being undertaken by chemical and pharmaceutical industries to conduct sustainable and environmentally friendly businesses.

Dr. Elvira Longordo SAS'78, Assistant Professor of Chemistry at CNR, assigned her students to research critical scientific issues that provide the basis for evidence of climate change. In one such experiment, sophomore Cara Savino mixed dry ice (solid carbon dioxide), ammonia and water and used a colored indicator to show the negative effect of increased atmospheric CO_2 on ocean water. Members of the Honors Program hosted breakfast roundtable discussions on various charitable organizations working to help people in developing

countries struggling with poverty that will be made worse by the impacts of climate change.

That evening local and state legislators and student leaders participated in "Green Democracy," a political panel on environmental issues. On February 1, faculty and students from CNR's Education Department and Environmental Studies Program hosted local school groups at the Main Campus to participate in "Educating Children About Climate Change," a program of activities and discussions about climate change.

Focus The Nation was the culmination of several student initiatives at the College during the fall semester that focused on protecting the environment and raising awareness of the issues surrounding the subject. In October students were part of a three-college "Green Torch" relay team that biked to Albany to deliver an invitation to New York's elected leaders to participate in discussions on global warming solutions at their colleges during the January FTN event. CNR's invitation included over 500 signatures.

In December, nearly 40 students and faculty participated in the "Keep Winter Cold! Fight Global Warming! National Polar Bear Plunge" by jumping into the icy waters of the Long Island Sound to draw attention to the issue of climate change.

In the end, Kostel-Hughes describes the impact on students as varied. "Those that had known more about climate change had a chance to develop a deeper, more nuanced understanding of this complex issue, while those who had little knowledge of climate change were quite astounded to discover the magnitude of potential consequences, including its effects on food and water supplies, human health and the economy.

"Perhaps the biggest impact was the sheer amount of time, effort and attention we devoted to climate change over three days allowed the participants to recognize this topic was an important one; that climate change was worth learning about and thinking deeply about and that they have the capacity to do so without needing a Ph.D. and without automatically adopting any particular set of values. We want our students to be empowered to be actively engaged as citizens as well as in their careers."

– Lenore Carpinelli

Photo Top: Binh Phong SAS'08 & Shonda Gaylord SAS'08 (second from right & far right) explain the Q-Drum, a reusable portable water container, to Latoya Smith SAS'09 & Ruchelle Austin SAS'08 (far left & second from left).

Photo Middle: Dr. Anne McKernan, Associate Professor of History, Dr. Roxanne Zimmer, Associate Professor of Communication Arts, Peg Snyder '50 and Dr. Faith Kostel-Hughes, Associate Professor of Biology & Director of the Environmental Studies Program, were among the presenters during the event.

Photo Bottom: Natasha Narain SAS'08 & Dr. Diane Quandt, Associate Professor of Education, were among those to present "Educating Children About Climate Change," a program of activities and discussions about climate change, to local school groups.

CNR ESTABLISHES EDUCATIONAL POLICY AND PRACTICE CENTER

The College has established a new and permanent resource center at the main campus to serve as a forum for the examination of educational trends and best practices and policies affecting pre-K-16 education in public, private and parochial schools regionally and nationally.

Through ongoing research and assessment, specialized programming and conferences, the Center for Educational Policy and Practice will bring together CNR faculty, teachers and other education professionals for critical and creative dialogue to improve and promote standards of excellence relative to educational preparation and practice. Led by Dr. Walter Sullivan, who has taught in the Educational Leadership program in the Graduate School for the last several years, the Center also furthers the College's commitment to the essential role of the liberal arts in the preparation of teachers.

"With the Center, CNR will emerge as a leader in the field of education by helping to identify and directly address some of the most pressing issues impacting the development and delivery of pre-K-16 school programs," says Sullivan, who was recently appointed as the Coordinator of the New York State Regents Academic Standards Review.

"These include the adequate preparation of teachers, especially in the areas of mathematics and the liberal arts; the need to engage in more holistic approaches for the professional development of faculty and teachers; and system-wide improvements of student outcomes."

The Center also will significantly benefit the CNR community by fostering increased collaboration and collegiality among faculty in the College's four Schools, and generating the development of new and interdisciplinary curricula designed to prepare teacher education students to meet the challenges of today's complex multicultural environment.

Pictured Above: Photo A: CNR President Stephen Sweeny congratulates a graduate. Photo B: Shila Pandey, Krystal Yazzetti & Mildred Agbana. Photo C: Joanna Spiegel, Maggin Mathai, Amy Eapen. Photo D: Bernadette Elstein and Nancy Aragon graduated from the School of New Resources. Photo E: Kate Cingel; Mellycar Valenton; Lisa Urling; Melissa Oliveras. Photo F: An SNR graduate waves from the Radio City stage. Photo G: Honorary degree recipients Cardinal Oscar Andrés Rodríguez Maradiaga, Mary Antona Ebo, FSM, & Emily Kernan Raferty with Board Chair Michael Ambler (far left) & CNR President Stephen Sweeny (far right).

Spirits High as Class of 2008 Graduates

With applause from family and friends, the 1,427 graduates of the College's Class of 2008 waved proudly as they received their degrees from CNR President Stephen Sweeny on the stage of Radio City Music Hall in May.

"I know that each of you has a very important story and you cannot and should not be enveloped and made anonymous by the size of your class or the scope of these proceedings," said President Sweeny as he addressed the Class. "Rather we celebrate each of you – and in each of you – your God-given talents bringing you to the achievement of this degree."

Joining the 2008 graduates receiving degrees were three recipients of honorary doctorates from CNR chosen for modeling in their lives the very same values which characterize the College. Among them were Mary Antona Ebo, FSM, founder of the National Black Sisters' Conference and the first African American nun to take part in civil rights marches in Selma, AL, in 1965; Emily Kernan Raferty, President of the Metropolitan Museum of Art in New York City; and Cardinal Oscar Andrés Rodríguez Maradiaga, Archbishop of Tegucigalpa, Honduras, who delivered the Commencement address to the students.

A champion of human rights, Cardinal Rodríguez is the founder of the Catholic University of Honduras and President of Caritas International, the global confederation of 162 national Catholic humanitarian assistance, development and social services organizations which operates in more than 200 countries.

Speaking to the thousands gathered, Cardinal Rodríguez implored them to "globalize human solidarity so as to include sharing the riches of the earth for the common good, with fairness and equity, with respectful options for the poor and self-determination of communities. If we accept the globalization of wealth, technology and power without the globalization of human rights and human dignity, then we have failed in our duties as educated Catholics."

Cardinal Rodríguez went on to describe why natural resources are no longer the key to wealth for nations but people are. "Rich countries no longer need greater deposits of gold or diamonds or an abundance of land or millions of people. They need to educate their population.

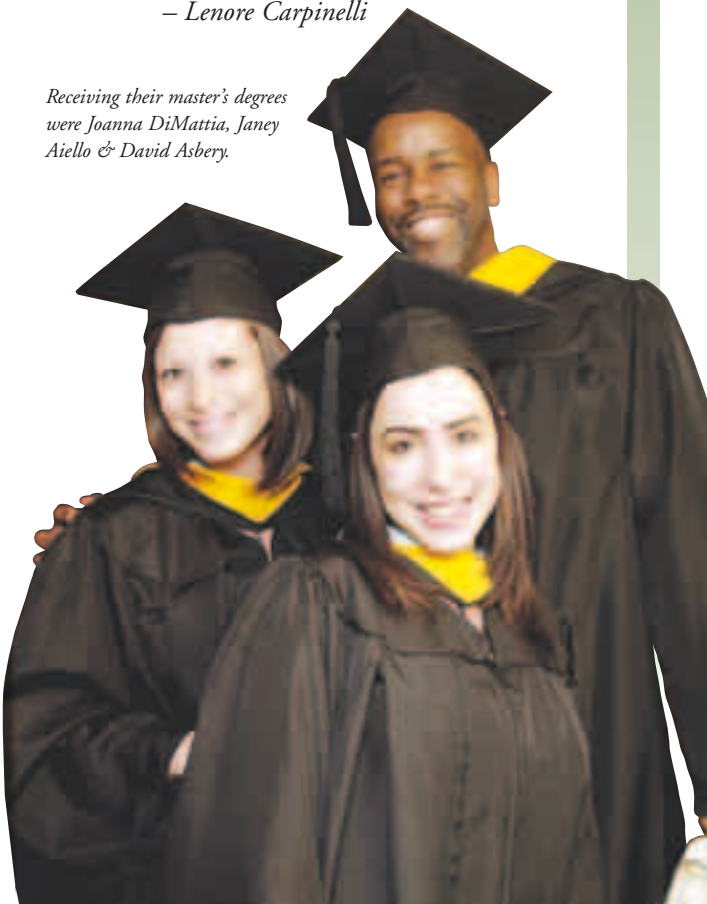
"The now-extinct Soviet Union was, until recently, the largest and richest country in the world in terms of natural resources. The Soviet government decreed that the empire's power depended on exploiting natural resources. People became an instrument to be used and controlled, not the main means to generate wealth. In a world that increasingly values entrepreneurship, communication and freedom, the Soviet Union got poorer and poorer until it went broke and broke apart. And this is only one of many examples. Nigeria has oil, Indonesia precious woods, South Africa diamonds and gold, Brazil jungles and minerals. Argentina has fertile lands, Mexico silver and oil, Colombia emeralds, Saudi Arabia oil, Venezuela as well. Each is a great country, and most of the inhabitants of these great countries are poorer today than they were 20 years ago."

He then shared the example of Singapore, which as an isolated, poor island in 1950 chose to educate its people and reform its government, and today its residents are two percent wealthier than the British.

"Those who do not study, suffer," said Cardinal Rodríguez. "There is significant difference in incomes between those who understand technology and those who do not. All politicians preach an education credo. All promise to spend money on schools, to make sure better teachers are better hired, but few societies have the discipline it takes to invest and support an effort that will pay off in decades instead of months."

The Cardinal concluded by emphasizing the importance of the love of peace and of neighbor. "There is no love without peace; there is no peace without love. Peace and love are the foundations of solidarity. What is morally false cannot be economically correct."

– Lenore Carpinelli



Receiving their master's degrees were Joanna DiMattia, Janey Aiello & David Asbery.

Hasiba Mohammad SAS'08 in front of her project on rape laws in the Muslim world.

Inset photo: Betsy Skrip SAS'06 discusses her project on how nature is portrayed through the evolution of art at the Honors Conference in Atlantic City.

OF SWAMPS AND SQUIDS:
The Wild Adventures of Honors Students on the Road

Binh Phong SAS'08 on her historic mansion walking tour of Morristown, NJ.

By Amy Bass, Ph.D.
Associate Professor of History & Director of Honors Program, School of Arts & Sciences

The look on the student's face was hard to describe. Disgust? No. Enjoyment? Definitely not. Accomplishment? Perhaps. After all, she had just tried squid for the very first time.

While food is not the central reason for attending an academic conference, it seems that it always becomes central, as it is one of the many ways that students explore the host city. Taking students to conferences sponsored by the National Collegiate Honors Council is an exhausting but worthwhile endeavor. Each year, NCHC issues calls for papers and posters for both its national and regional conferences, and each year, The College of New Rochelle's School of Arts & Sciences Honors Program tries to answer. In recent years, CNR students have traveled to St. Louis, Atlantic City, Hartford, Philadelphia, Salt Lake City, New Orleans and Philadelphia to present their research.

This year's regional conference took place in Morristown, NJ, not terribly far away from campus, but far enough to hunker down in hotel rooms for three nights in order to take in the numerous events that make up each year's schedule and compelling each of us to try new things, including a noodle bowl with squid at the local Thai food hangout.

Indeed, the squid adventure proved pivotal for Eileen Schaub SAS'11, a political science major who comes to CNR from a small town in Connecticut. When I asked her to reflect upon her conference experience, figuring she would emphasize the raucous panel she attended about policies in the Middle East, she replied, "What stands out

Getting students out of the traditional classroom setting and submerged in new locations of learning, living and discovering is a critical piece of the honors conference experience.

most clearly in my mind… is the food – strange, but that's what I remember the most. Pad Kee Maow is an interesting dish, flat noodles, chicken, shrimp and squid and hot. Lots of hot."

The next day, Eileen followed her Thai experience with a trip to the Great Swamp National Wildlife Refuge, a 7,500-acre park that hosts a wealth of plant and animal life. She, along with fellow freshman Mary Henderson, a religious studies major also from Connecticut, chose the swamp outing from a menu of offerings that compose the NCHC's famed "City as Text" program, which takes place on the first day of the conference each year. Designed to introduce the host city to students and faculty, "City as Text" encourages participants to take to the roads, parks, restaurants and attractions and immerse themselves in the culture of their surroundings.

While Eileen and Mary got muddy in the swamp with 50 other adventurous students from a diverse array of other colleges, Binh Phong, a senior from Vietnam with a double major in biology and chemistry, decided against going to the swamp, despite the fact that it likely most closely related to her areas of study. Instead, she opted for the historic mansion walking tour. "My 'walk through American history' was tremendously informative and memorable as I was able to visit the home of George Perrot Macculloch, best known as the 'Father of the Morris Canal,' the Schuyler Hamilton House and Acorn Hall, an 1853 Italianate Victorian mansion," says Binh. "While these mansions have been transformed into museums and galleries, the rooms, furniture, household utensils and the decorative arts spoke volumes to me about the ordinary lives of many extraordinary figures in US history. Whether it was touching the chair on which George Washington sat, listening to the romantic tale of Alexander Hamilton and Betsy Schuyler or learning about the games that Victorians played, it was clear to me that history was composed of not only important battles or treaties but also simple daily lives."

Senior Hasiba Mohammad, another biology major, also chose to spend her day immersing herself in the past, traveling to Fosterfield's Living Historical Farm. "At the farm, I was able to participate in churning butter, cracking corn and feeding chickens, and riding a horse-drawn carriage," she says. "What fascinated me most was how much it reminded me of a book I read in my Honors Senior Symposium class – *Sarah's Daughter* – a beautifully written story about the life of a girl living in a nineteenth century farm community. Visiting Fosterfield's really brought this story to life and gave me a better understanding of the domestic responsibilities and roles women faced in that time period."

Getting students out of the traditional classroom setting and submerged in new locations of learning, living and discovering is a critical piece of the honors conference experience. Alongside hundreds of faculty and students from other member institutions, CNR students gain knowledge before we ever leave campus, with students putting together research proposals with hopes of getting accepted to the conference program and helping to make the travel and accommodation arrangements. Once at the conference, students – some for the very first time – have to adjust to hotel life, figure out where to dine each night (Thai! Afghan! Pizza!), network with lots of new people, give and attend presentations and workshops, enjoy the nightly student mixers and attend the annual presidential banquet, which this year featured keynote speaker Nicole Meyerkopf, an instructor at the Seeing Eye Institute in Morristown, who brought along her canine trainee for some show and tell.

Each conference experience is unique, largely because each destination is so different. In Hartford, CNR students learned about writers such as Mark Twain and Harriet Beecher Stowe, while in Atlantic City, they stood in disbelief at the casinos that lined the famous boardwalk. In New Orleans, some students spent the day learning about voodoo in the neighborhoods of the French Quarter, while others explored the flora and fauna of the Mississippi Delta, all before giving their group presentation on the importance of student publications on a college campus. In Philadelphia, some students visited the celebrated art museum and made sure to run up Rocky Balboa's legendary stairs, while another was honored by the NCHC to present her paper on the politics of collegiate freedom of speech – which she wrote in her freshman honors writing class – as a part of the distinguished student interdisciplinary research panel, an honor granted to only six of the roughly one thousand students in attendance that year.

For me, I think the most memorable moment of an honors conference has been getting stuck on top of the St. Louis arch with a group of students who were, it turns out, greatly afraid of heights. But who knows: next year we head to Annapolis, which is sure to be yet another great adventure.

RECENT HONORS STUDENTS PROJECTS

- Exploration into the Landscapes of the Mind: Creativity and Madness in the Work of Vincent van Gogh
- Nature Portrayed Through the Evolution of Art
- Worms in the Woods: The Effects of Exotic Earthworms on Forest Leaf Litter and Its Inhabitants
- Internet Collaboration and the Art of Poetry
- Exploring Two Tone Ska: Unique Subcultural Approaches to Race Relations
- Religion's Influence on the Development of Personal and Public Attitudes
- Exotic Interactions: Zebra Mussel Survival & Settlement in the Beds of Nonnative Water Chestnut vs. Native Water Celery in the Hudson River
- The Quality of Manmade Freshwater Systems
- Pedagogy and Identity
- Superwomen Did Exist: Female Defiance in Imperial China
- Rape Laws in the Muslim World: Islam versus Islamic Fundamentalism

Spreading Joy

AT ALUMNAE COLLEGE 2008

Joy, humor and laughter were once again the hallmarks of Alumnae College weekend at CNR when alumnae who graduated from classes ending in the 3s and 8s returned to campus in early June. Celebrating her 80th reunion was Julie Lawrence Willemin '28, who came to campus with her son to join in the festivities, while Amporn Tantuvanich Chakkaphak SAS'73 traveled the farthest – an 18-hour flight from Thailand – for her 35th reunion.

Throughout the weekend, be it in the residence halls, out on Maura Lawn or in the Student Campus Center, the joy that alumnae expressed at seeing each other after decades apart was clearly evident. Joy (as well as humor and laughter) was also apparent in Maura Ballroom on Saturday morning as reunioners gathered for the keynote address, "Laughing with the Saints," by James Martin, SJ, author of numerous books, including *A Jesuit Off-Broadway* and *My Life with the Saints*. For nearly an hour, Father Martin delighted the audience as he explained why joy, humor and laughter are underappreciated in spiritual life and need to be recovered. He was forced to pause often as those gathered broke out in laughter in response to the numerous jokes and amusing stories that peppered his talk, a talk that loses much in its translation to paper, but here goes.

"Joy has a disreputable reputation in religious circles, and that's a tragedy because not only is joy necessary but it also has a distinguished history among the saints as an essential element for spiritual health and well being. Anyone truly in touch with God is joyful," said Father Martin.

While he explained it's unclear how humor and laughter were deemed inappropriate in some religious circles, there are a few theories, one being that much of the humor of the parables related in the gospels and the story of Jesus may be lost on us, centuries later.

"Also, the gospel writers were writing for a Jewish culture that took the question of God very seriously, for a Greek culture, for a Hellenistic culture that prized rationality, for a Roman culture that prized gravitas, seriousness and pietas, a kind of fidelity to your country, both serious virtues. So as a result, some of the natural humor of Jesus may have been toned down in the gospels. Overall it's worth remembering that someone like Jesus, who told amusing parables, must have laughed, right?"

He then went on to explain how while some in the church may have downplayed the role of humor, many of the saints never did, and stories about the humor of the saints reach back as far as the Roman martyrs.

"In the third century, St. Lawrence, who was burned to death on a gridiron over hot coals, called out to his executioners, 'Turn me over, I'm done on this side.' Or remember St. Augustine, who famously prayed, 'Lord, give me chastity, but not quite yet.' A contemporary example is Blessed Pope John XXIII, whose

most famous joke came when a journalist innocently asked him, 'Your Holiness, how many people work at the Vatican?' And he said, 'About half of them.'"

And there were, as the saints knew, some serious reasons for humor, said Father Martin, before going on to relate ten reasons for joy, humor and laughter in our spiritual lives.

"Number one, humor evangelizes. Joy, humor and laughter show one's faith in God. An essentially positive outlook shows people that if you're a Christian you believe in the resurrection, in the power of life over death, in the power of love over hatred. Or more simply, as a believer, you believe in the power of God."

Humor is also a tool for humility, since telling jokes about ourselves allows for the deflation of big egos, and humor can shock listeners into recognizing reality.

"Saint Andrew Avellino was a 17th century canon lawyer, and one day a pious priest asked him, 'Father Avellino, how long should one stay at the bedside of a sick person?' And rather than offer a long explanation, St. Andrew said, 'Always be brief at the bedside of a sick person. There are two advantages to this. If they like you they'll want you back; if you're boring, their displeasure will be short.'"

Humor speaks truth to power and, said Father Martin, a "witty remark is a time honored way to challenge the pompous" and one that Jesus deployed to "expose and diffuse the arrogance of religious authorities of his time."

Sharing the story related by a friend whose mother was in the hospital recovering from an operation at the same time as a local bishop, Father Martin

(Continued on page 32)

Photos above:

Top row:
The Angela Merici recipients with CNR President Stephen Sweeny (from left): Marcelle Willock '58, Sally O'Hagan Fisher '43, Mary Keenan Hart '58 & Jane Perkinson '63.

Julia Lawrence Willemin '28 (center) celebrated her 80th reunion while Erin Churchill '03 & Melissa Bauer '03 celebrated their 5th.

Alumnae College speaker Father James Martin autographs a copy of his book My Life with the Saints *for Eleanor Davidson Boyle '58.*

Alumnae laugh during Father James Martin's entertaining keynote address.

Arceil Amodio Juranty '68, Marianne Doherty Campbell '68 & Nancy Babacz McCloskey '68.

Kathy Hourin Faber '58, Roberta Tolle DeBaldo '58 & Mary Alice Boyle Lipski '58.

Bottom row:
Elizabeth Whalen '78, Patricia Morrissey Repko '78 & Elvira Longordo '78.

Eileen Mainzer Church '83, Jeanne Whelan DeMarzo '83, Joan Bristol, Vice President for Student Services at CNR, Claire Chiapetta '83 & Elizabeth Donoghue Russell '83.

explained that "after the operation the bishop went around to rooms visiting the patients and speaking to them somewhat patronizingly. He went to my friend's mother's room and patted her on the head and said, 'Hello, dear. I know exactly how you feel.' And she said, 'Really? When was your hysterectomy?' I took a class in pastoral counseling, and they said this is an example of why you should never, ever say, 'I know just how you feel.'"

In addition, humor shows courage and it deepens our relationship with God.

"One of the best ways of thinking about prayer is as a personal relationship. Like any relationship, our relationship with God often starts with infatuation, it goes through exciting and dry periods, it requires time, it requires listening, it requires moments of silence and some honesty. All the things you can say about friendship you can say about prayer. Our relationship to God, like any relationship, can use some humor…. Can you allow God, as the book of Isaiah says, to take delight in you? Can you allow yourself to think that the fine or unexpected things that surprise you are signs of God being playful with you?"

Humor is also an important virtue in both the Old and New Testaments, it's healing and it helps with our work.

"In His parables, Jesus used humor to help people understand difficult topics. During the Second Vatican Council, there was a debate about whether or not people should be condemned, and John XXIII, in one of the prefatory sessions with some of his Cardinals, picked up a document and said, 'There are over 20 centimeters of condemnations in this document. Can we get it down to five?' Rather than getting into a big discussion he used a little humor to get to the point."

Humor opens our minds since when we laugh we release endorphins and relax and when we relax we are better able to listen and learn. And finally, humor is fun. And in the words of Father Martin, "There may be no better reason for humor than that," thus concluding his amusing yet thought-provoking talk all too soon for many, to send them on their way to take advantage of more opportunities for joy, humor and laughter during the course of their reunion weekend.

– Lenore Carpinelli

Photos above left to right: Mary Close Oppenheimer '73 & Racquel Suarez '73. Ann Mulligan O'Brien '58, Ann Magrum Rowland '58 & Elizabeth Marra Feuerstein '58. Patricia Gast '83, Janine Cessario Berlin '83, Jean Russie Hutton '83, Minda Sarmiento '83 & Sharon Scanlan '83.

2008 Award Recipients

WOMAN OF ACHIEVEMENT

Aulana Pharis Peters '63

ANGELA MERICI MEDAL

Sally O'Hagan Fisher '43
Yvelise Molina Bosch '48
Mary Keenan Hart '58
Marcelle Willock '58
Jane Perkinson '63

URSULA LAURUS CITATION

Margaret Svack Dyroff '43
Patricia Charles Begley '48
Josephine DiFrancesco Jacobson '53
Roberta Tolle DeBaldo '58
L. Joan Mehltretter Goodman '58
Jane Reiss McAniff '58
Mary Delehanty Mandeville '63
Rosemary Tomczak Strekel '68
Christine Loomie '73
Rachel Gambardello McGonigle SN'83
Julie Siard McMahon, SN'88
Tara O'Neill-Brant SAS'98

CNR Community Embarks on Day of Service

In April 2008, dozens of CNR faculty, staff and students from the Main Campus and five NYC campuses participated in the College's Annual Community Service Day coordinated by the Office of Campus Ministry, spending the day at Richmond Community Services (RCS) Intermediate Care Facility Program in Yonkers, NY. The residents, ages 8 to 38, are all developmentally disabled, physically challenged and non-verbal. Throughout the day, CNR volunteers assisted with music therapy, gardened, cleaned and organized closets, painted and provided clerical assistance.

Photos clockwise from top: Ruth Collura SN'08 & Daniela Pinori SN'08 plant daffodils in front of Richmond House. Father Joe Flynn, Chaplain, Mimi Donius, SN Dean, and Elena Bront deAvila, Director of the SNR New Rochelle Campus, mulch the shrubs outside Richmond. Pam Kuch, Manager of Compensation of Benefits, plays with one of the residents during music therapy. Pat Gaffney, Staff Assistant in College Advancement, & Terry Blasie, Secretary in the Graduate School, blow bubbles for one of the Richmond residents. Keith Williams SNR'08 paints one of the bathrooms.

Students Take Plunge to Guatemala

Sponsored by the Office of Campus Ministry, this year's International Plunge, a service-learning experience, took place in rural Guatemala during Spring Break, where CNR students and staff helped in the construction of homes and reforestation projects for the benefit of the area residents.

Jazmine Garzon and Eileen Kravitz help at the construction site, where squatters once lived. The San Lucas Mission purchased the land to build houses on it and are giving the houses to the squatters in order for them to live with dignity and pride.

Richard Cassetta, Mireya Pérez-Bustillo, Ann Raia & James Schleifer were celebrated at the College's end-of-year dinner in May.

Farewell But Not Goodbye

Four Longtime Faculty Members Retire

By John Coyne

All institutions experience the loss of significant faculty, but this year CNR loses from its academic ranks four beloved and cherished faculty members with a combined tenure at CNR of 164 years: Richard Cassetta, Associate Professor of Chemistry; Dr. Ann Raia, Professor of Classics; Dr. James Schleifer, Dean of Gill Library; and Dr. Mireya Pérez-Bustillo, Associate Professor of Spanish.

During their tenure, these professors have experienced significant seismic shifts at the College. Their reflections are an oral history of the last half century of the College.

First Impressions

"I came for an interview in the spring of 1964," recalls Ann Raia, sitting in her office, a tucked away corner on the third floor of the Castle. "The campus was breathtakingly beautiful, as it still is today. The buildings were medieval-modern in appearance and pristinely maintained. The faculty and staff were warm and welcoming. I had never taught before. I was just twenty-four, just out of Fordham University with a newly minted PhD. I was so young looking that Mother Alban Bsharah, who taught Spanish, would try to keep me out of places, saying, 'students don't belong here, dear.'

"I was terrified of my students. I barely looked at them in classes during those first weeks. I talked as fast as I could so they took notes and didn't look up at me. I was so intimidated by what I had been told about the quality of the students. And I was right to be intimidated. The women were indeed impressive in appearance, conduct, ability and achievement."

Young Raia arrived, as did the other professors, in the waning days of the strong Ursuline presence on campus. It was also the time, as CNR's historian and Dean of Gill Library James Schleifer states, "when the tradition of higher education, women's education and men's education as separate colleges, was rapidly disappearing."

Schleifer was hired in September 1969 to replace an American intellectual history professor, Sister Dorothy Ann Kelly, who had recently become the Dean of Arts & Sciences. In 1972 she would become the 11th President of the College.

The College's senior faculty member before he retired, Richard Cassetta joined CNR in the fall of 1961 and has served under five presidents, three of whom were Ursulines. Of them, he remembers most vividly Mother Mary Robert, later known as Sister Teresa Falls. "She was a professor of English before becoming president in 1963. I

remember her with great affection. There was a very special grace about this saintly woman."

Changing Demographics

In the early sixties, remembers Cassetta, students were very similar. "They were ethnically, socially and in every other way, homogenous. In the classroom they were extremely challenging young women. They were, after all, the top students from top high schools.

"Over the years—and it didn't happen overnight—we became more heterogeneous. And that has been very good for the College. Through all the schools—Arts & Sciences, Graduate, Nursing, New Resources—we are reaching out to an underserved population which is in keeping with the Ursuline tradition."

The College of New Rochelle, however, has long had a diverse student body. When Raia arrived on campus in the first years of the Vietnam War, she recalls students from Africa and Puerto Rico. "There weren't a lot of non-traditional-age students, but we did have some older undergraduate women. We also began to have diversity in terms of socioeconomics. We had a growing number of young women who were the first in their families to receive a college education." By the mid to late seventies, a large number of Vietnamese students had arrived as well.

Mireya Pérez-Bustillo, who came to the College in 1974, remembers students in her first years on campus coming from Venezuela as well as Puerto Rico, the Dominican Republic and other Caribbean islands.

It was because of this diversity of Hispanic students that Pérez-Bustillo introduced a new undergraduate course in the Spanish Department entitled "Hispanic Experience in the US."

New Curriculums

The curriculum at CNR in the early sixties was very traditional, with between 50 and 60 credits required for the core, and another 40 credits for the major. By the end of the decade, a liberalization of the course of study swept across the campus of CNR, as it did at other colleges and universities. "New perspectives were brought to bear on the traditional disciplines," recalls Raia. "The disciplines were still there, but they were being approached in a variety of ways, some of them quite contemporary, and some of them simply taking a new look at a particular discipline. It was very exciting.

Ann Raia poses with the Ursulines after her wedding in Holy Family Chapel.

Richard Cassetta during a chemistry class in the 1970s.

"I offered a course called 'Roman Women' that included Cicero and Virgil. There was no reason why I couldn't also offer a course called 'Love Elegy' and deal with the elegiac poet. No longer was my subject matter something schematic and based on the 19th century German tradition. I thought it was a fabulous thing."

Similar shifts were occurring in other departments. While Spanish classes had traditionally been taught in the language, with the focus on medieval Spanish literature and literature of the Golden Age, Pérez-Bustillo found that Latino-Hispanic literature was being created by writers in New York, the Southwest and the West Coast. "I saw there was a growing body of literature that was really very important. A lot of new novelists were writing in English, but had a Hispanic background. We, in the Spanish Department, knew the background and the history of these Hispanic writers. So we started to teach them in our foreign language department."

Pérez-Bustillo also created other new courses in the culture of the countries and not just the language. "I offered a course in Latin American film. I heard about the Havana Film Festival in Cuba and wanted to go and see these films and meet these film makers. I was able to be part of the official US delegation to participate in the trip. I remember going to see Jim Schleifer, who had just started as the director of Gill Library. I asked him if I saw anything interesting could I buy it for the library. He gave me a small budget and I did see some films that I brought back from Cuba.

"When I returned, I introduced a course on Latin American film. And we also experimented with schedules. We had intensive weekend classes for the School of Nursing students, who were working in hospitals during the week and only had Fridays and Saturdays for classes."

(Continued on page 36)

Mireya Pérez-Bustillo with her Spanish class in the 1980s.

New Programs

The next decade would bring more changes to the College instituted by these gifted professors. In 1973 Ann Raia, with Katherine Henderson, co-founded the Honors Program. The program met some resistance from some faculty who thought the program would take the best students out of their classrooms but that did not happen.

"We invited various students, but not all of the best students went into the Honors Program," recalls Raia. "Some didn't go in because they feared for their grades, particularly the science majors.

"I am very pleased at how the Honors Program continues. It is a wonderful, wonderful opportunity for young women who care about their education and who are bright and talented and want to achieve their full potential. I am impressed at the way Dr. Amy Bass, the current director, continues to develop the Honors Program."

Meanwhile, in the science area, Richard Cassetta and fellow faculty members Professors Robert Reggio, John Lukens and Grace Mullaney were creatively expanding their department. "We began to place our science students in research internships at major corporations and major research facilities," explains Cassetta. "We started with Sloan-Kettering's Walker Labs in Rye. We also placed students at New York Medical College in Valhalla. I had contacts in the Department of Pharmacology and the Department of Forensic Science for the County of Westchester, where we sent students for internships. We were able to place students in the Albert Einstein College of Medicine in the clinical pathology area. One of our graduates, Dr. Sonia Lugo, worked under the direction of Dr. Arthur Carmen, who is internationally renowned in clinical pathology.

"Courses also began to be offered on corporation sites. The College gave me the freedom to explore possibilities, so we offered courses at such corporations as Ciba-Geigy, Stauffer Chemical and General Foods.

"This was prior to the School of Nursing and the School of New Resources. In fact, we called our program New Resources in Chemistry. Sister Dorothy Ann was President at the time and was very supportive of this new venture."

Changes at Gill Library

There were other notable shifts on campus in the late seventies and eighties. James Schleifer had become a full professor in 1983 and when the head of the library, Gloria Greco, retired in 1987, Sister Dorothy Ann and then Senior Vice President for Academic Affairs Stephen Sweeny asked Schleifer to become head of the library.

While Schleifer continued to teach, write and lecture on Alexis de Tocqueville, a subject on which he is an internationally recognized expert, he has directed the library for 21 years, including overseeing the major renovation of the library completed in 2002.

Today, Schleifer says his biggest contribution to the College wasn't in overseeing the renovation of the building, but in overseeing "the transformation of the library from a book-oriented library to an online, database-oriented library.

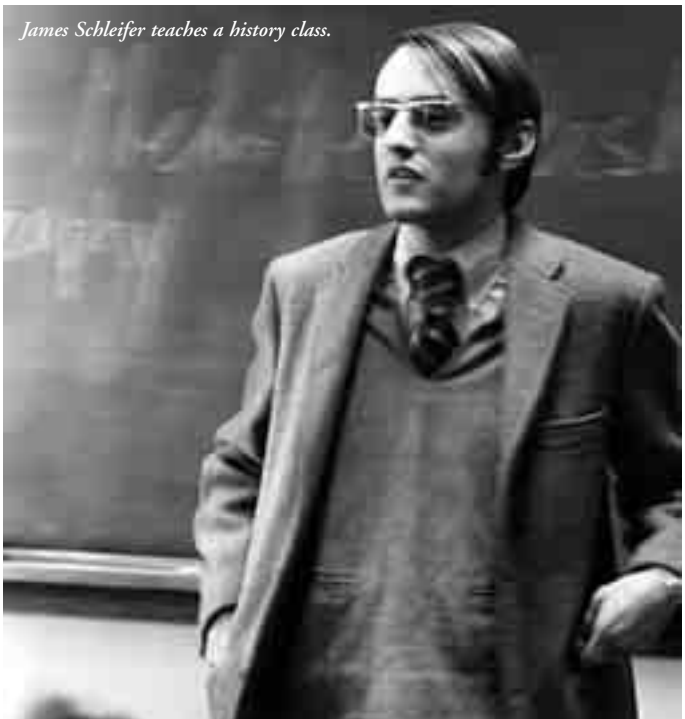
"It's reflected in our budget, it's reflected in how we all spend our time, it's reflected in how the faculty and students do their research, and it's reflected in what we do for library instruction. It's a completely different world in terms of libraries, especially in the last ten or fifteen years. And changes keep accelerating.

"We have fewer books, fewer printed materials. Our money is going into databases. And the databases are changing, new ones come along; they shift to include different subject matters, new subject areas.

"We're not Harvard or Stanford but for a library of our size at a small college, we have very rich resources. And what we purchase for the library is available to all our schools for all our students on an equal basis, and all our faculty on an equal basis.

"Now a student can sit in her dorm room and access everything. It's a total transformation of what the library provides, how it provides it and how students access it.

"Some people wonder why we even need a library building.



James Schleifer teaches a history class.

As the senior faculty member, Richard Cassetta serves as grand marshal and carries the mace at all formal academic events.

Is it necessary? And it turns out it is necessary because people need the space, the quiet space, the comfortable space, to work, either alone or in groups. And, of course, they come for reference help and for library instruction. So we need a building."

It took an enormous amount of work to create the "new" Gill Library and make it into a state-of-the-art library. "Probably the thing that I'm most pleased about is that the transformation took place and it took place well," sums up Schleifer. "It began with Gloria Greco, who had already made sure our whole catalog was machine readable when I came here, and it has continued with the excellent staff at the library who have been very savvy technologically."

A Community of Scholars

All of the retiring faculty members speak of the warm friendships that were developed over their years at the College, and of the opportunity to learn from each other.

"I shared an office with Joan Diaferia for twenty years," recalls Pérez-Bustillo. "We had a marvelous relationship. Right next door was Gene Santoro, who was in mathematics. He was a world traveler and loved opera and art, so we had wonderful exchanges."

Raia remembers Barbara McManus. "She graduated from CNR the year I arrived. Everyone said to me, 'Too bad you didn't know Barbara McManus,' when I came to campus, and then Barbara returned to teach and we became the best of friends for all my career.

"Another very important faculty member was an adjunct professor of Italian. I first saw John Colaneri when I played in the annual student-faculty volleyball game. Then I received two fellowships to Italy and Mother Mary Russo suggested that I contact him to learn Italian. I did and that acquaintance led to his proposing to me in the Bath of Caracalla during the intermission of Aida in the summer of 1965." Ann and John went on to enjoy 35 years of marriage and raise one son.

Saying Farewell to a Special Place

While they are leaving the College, they are not abandoning their profession. These departing faculty members are now turning to new opportunity as they leave the classroom. Mireya Pérez-Bustillo recently became a licensed interfaith minister and is conducting a series of workshops on Latino values in health for the staff at Lutheran Medical Center in Brooklyn.

Richard Cassetta will stay connected with the College as an advisor to the science department. He is also connected to CNR as his wife is a graduate of the School of New Resources, his daughter Monique received her master's from the School of Nursing, and his youngest daughter Christine graduated from the School of Arts & Sciences and obtained her masters degree in special education from the Graduate School. Ann Raia returns to her classics research and developing her websites on the teaching of the classics. She also continues her work as president of the Classical Association of the Atlantic States. James Schleifer has a number of lectures to give and conferences to attend on de Tocqueville. He is starting with a meeting in Chicago, a paper to present at Santiago de Compostela in Spain and a lecture at the University of London.

These talented professors did not need to spend their whole careers at The College of New Rochelle. It was not a job of necessity, but of choice. They stayed for the community of scholars, for the support and intellectual stimulation of other professors and for the satisfaction and fulfillment of teaching young women.

They stayed because The College of New Rochelle is, as Schleifer sums up, a special place. "It is a women's college when women's colleges are disappearing. And it is still a women's college. It is special because it is a small college when there are so few small colleges."

"It is special, too," adds Cassetta, "because here at CNR I was able to play a role in the lives of students over all these decades. The students did it, but I was involved in a process of their acquiring knowledge, and it was an honor for me to have had that opportunity to be a part of that process."

And it is special, too, for Ann Raia because The College of New Rochelle gave her a wonderful career and life. Smiling shyly in her office, she still marvels that she was even hired to teach. In many ways she is speaking also for her fellow retirees when she says of those who hired her at the College years ago. "They were very brave, Mary Robert Falls and Mary Russo. I had never taught a day in my life. Yes, the Ursulines were very brave and I am forever grateful that they accepted me to be part of this wonderful place."

STUDENT PROFILE:
RUCHELLE AUSTIN SAS'08

At first glance, Ruchelle Austin, standing six feet tall in her Blue Angels jersey, poised to take the record-breaking rebound shot that won her a NCAA basketball championship, bears little resemblance to the young girl in a skirted uniform chasing her cousins across a netball field in Guyana. But look more closely. It's there. It's in the determined stare, the calculated shot and the smile that breaks out as the ball arcs and drops through the net. It's in Ruchelle's very real, very apparent love for the game and for her team.

Born in Guyana, Ruchelle grew up wanting to do all of the things "girls traditionally did not do" like running around with the boys, fishing and playing ball. "But the guys didn't see girls as real competitors, so I didn't get the chance to play a lot," she says. Unwilling to give up, Ruchelle began playing netball (a game similar to basketball but without a backboard) with her cousins. "But I never, ever dreamed it would become something so big in my life."

After emigrating to the United States with her family in 2000 and settling in Brooklyn, her interest in the game was rekindled at Sheepshead Bay High School. When it came time to choose a college, her coaches pushed her toward schools with strong, well established basketball programs.

"Unlike some other schools' teams, CNR's basketball team was in development, but I saw that as a plus. Sure, you can go to Texas or to Stonybrook and wind up on TV, but you'll be competing with so many other players that you'll spend a lot of time on the bench. If you really want to play, choose a school that's developing its program, somewhere that you can help to build the team. On the bench, no one sees your potential."

Basketball wasn't all that enticed the enthusiastic science major. Seeking to explore all that her new school had to offer, Ruchelle joined the swim team ("Didn't work out, but I kept the sweatshirt"), sang with the Gospel Choir, made Midnight Runs with Campus Ministry, served as president of her freshman class and became involved in environmental efforts.

During her involvement in this year's Focus The Nation climate change awareness initiative, she looked back on her childhood in Guyana from a new perspective.

"At one of the student displays, there was information on women in developing nations who still cook on primitive stoves, and I thought, 'I did that!' Young girls carrying well water home before school – 'That was me!'

"You know, my childhood was great. Until I came to this country, I never realized that I didn't have much. I had a bicycle and five channels on our TV, but I thought I had it all. And I did – I was happy! The life I had growing up helped me to become the person I am now."

The first in her family to graduate college, Ruchelle credits her mother with providing the foundation upon which she grew. A single parent, her mother worked as a home health aide to support her four children. "My mom did without to do for us. She always believed that I was capable of achieving anything."

And achieve, she did. In January, during an extraordinary season in which she led all of Division III in rebounding (17.9 per game) and in most rebounds in one game (32 against Polytechnic – the highest number in the nation for a single game that season), Ruchelle was named the 2008 NCAA Division III Statistical Champion for Rebounds Per Game.

When Ruchelle graduated in May, she was already making plans to start an internship in the Emergency Room at Brookdale Hospital getting hands-on experience that she will use at Downstate College as she begins her studies to become a physician's assistant in the fall.

But her heart will always be with the Blue Angels – a team she helped to build and one she hopes eventually to coach.

"You know, our last season wasn't what some would call successful; we didn't win a lot of games. But by the end of the season, everyone could see that we had become a real team. That's what I want to come back to teach the new girls coming up – that there's more to the game than just winning.

"Basketball is exactly like any other challenge in life; overcoming challenge is all about attitude. You have to take every shot, even though you might miss one. If you fail, ask yourself what happened, make it right and get right back in the game." *– Irene Villaverde*

CHRIS TOWER SN'08

This May, School of Nursing graduate Chris Tower strode across the Radio City Music Hall stage more comfortable than most in his long graduation robe. And why not? He had, after all, spent more than 20 years wearing the robes of a Buddhist monk.

Raised in Greenwich, CT, Chris first learned about Buddhism in a Unitarian Universalist Sunday School. "Even then, I had an affinity for it. In Buddhism, we would say that kind of connection was 'related to our past lives.'"

By the time he headed off to college in 1969, "a lot of people were talking about Buddhism. Friends who knew a lot more than I did talked about it a lot, and eventually I began to feel that perhaps I was a Buddhist. But I didn't know a lot about the practice."

After dropping out of school, Chris visited a college friend who was recently back from Shasta Abbey, a Northern California monastery. His real epiphany came after a long night of partying. "The true story is that I was really drunk one night and needed a place to crash. So I went to this friend's house and passed out on his couch. The first thing I saw when I woke was a poster for retreats at the Abbey lying on the coffee table. I thought, 'It might be a good idea to go there.'"

The following spring, Chris hitchhiked to Northern California where he had signed up for a weekend retreat at the monastery. A couple of months after the retreat, he began meditating in his own home. "There was a lot of suffering going on at the time – drugs, the war, people getting killed – and the question 'what is it all about?' really strapped so many of us. I just knew that I really didn't want what most of my classmates did, to become a lawyer or doctor or banker." He wrote to the Abbey about his plans to return and they suggested he might finish college before coming back.

I looked back and realized how much I'd enjoyed taking care of the people that I had, and I did it reasonably well. I decided to give nursing a try.

The following summer, after completing his degree, Chris was back at the Abbey for a three-month retreat. The following spring he returned again, this time as a postulant. "I shaved my head, wore the robes and participated in the community. Eventually it became clear that I really wanted to become a monk." Knowing of Chris' carpentry experience, his teacher offered him a deal. He would help to build a new meditation hall and ceremony hall; when the job was finished, he could be ordained. The buildings went up, and Chris spent the next 22 years as a Buddhist monk.

Eventually, his beloved teacher, Rev. Jiyu-Kennett, the Abbess of the monastery, fell ill from the effects of diabetes, losing the use of her legs, Chris and a handful of monks, several of whom were RNs, cared for her. "It was a good time for me, and I learned alot about the importance of care giving. We were her arms and legs during her final years, and I became very close to her."

Two years after her death in 1996, Chris left the Abbey to become acting prior of the Portland Buddhist Priory for a year in Oregon. In early 2001, during a visit to Greenwich, he discovered that his father's cancer, that had been in remission, returned. He wound up staying on to help care for him until his death in 2001.

Finding that he was thinking more and more as a lay person, "I began to realize that I wasn't being wholehearted about being a monk, so I decided to step out of that for a while and try another way."

Then 54, he needed to find a career in which he'd be employable. "I looked back and realized how much I'd gotten out of taking care of the people. I decided to give nursing a try." His decision brought him to CNR's School of Nursing, where this year he earned his BS in nursing in the second degree program.

Still a practicing Buddhist, though no longer a monk, Chris teaches and practices meditation with his wife, Kathy, whom he married in August 2007.

Chris is now considering hospice nursing, but for the moment, he'll take life "one step at a time. As monks, it's what we practiced, and I still try to do it."

– Irene Villaverde

Sr. Mary Jane Robertshaw, OSU, '51, (left) views the artwork in the exhibit.

Artist, Author & Activist Betty LaDuke Exhibits at Gordon Parks Gallery

Surviving War, Dreaming Home and Dreaming Cows, a dual exhibit of the works of artist Betty LaDuke, was exhibited at the Gordon A. Parks Gallery & Cultural Arts Center located on the School of New Resources John Cardinal O'Connor Campus in the South Bronx this spring.

The exhibit featured a collection of LaDuke's drawings and paintings inspired by her annual visits, in times of peace and of war, to Eritrea and Ethiopia in Africa from 1994 to 2002. Dreaming Cows was inspired by a 2003 Heifer International Study Tour to Uganda and Rwanda.

Born in the Bronx to immigrant parents, LaDuke's artistic journey began at age nine at the Worker's Children's Camp, where she was first introduced to African American art and Mexican mural painting. She attended Denver University and the Cleveland Institute of Art, before traveling to Mexico in 1953 to study at the Instituto Allende, where she explored expressionism, cubism and pre-Columbian Aztec and Mayan art. A trip to India in the 1970s was the beginning of LaDuke's annual journeys around the world. Her paintings reflect the identities, beliefs and lives of people she has met along the way.

Baldwin's Harlem Subject of Annual Book Talk

Speaking to more than 175 people at the John Cardinal O'Connor Campus, Herb Boyd, long-time adjunct faculty member of the School of New Resources, delighted the audience with stories of James Baldwin, Harlem and anecdotes from his latest book, *Baldwin's Harlem*, during the School's annual Book Talk in March 2008.

Boyd, who has written/edited myriad prize-winning books, is also a journalist, writing for *Amsterdam News* and serving as managing editor of *The Black World Today*, one of the leading online publications. He has published 16 books, among them, *Brotherman: The Odyssey of Black Men in America* (1995), co-edited with Robert Allen, which won the American Book Award for non-fiction. In 1999 he received three first place awards from the Association of Black Journalists for articles published in *Amsterdam News.*

Campus Profile: ROSA PARKS CAMPUS

Named for one of the most revered of the civil rights leaders, the Rosa Parks Campus of the School of New Resources was dedicated on September 15, 1987. It was a fitting tribute from one pioneer to another. For as Rosa Parks labored for her beliefs in civil rights, so the School of New Resources labored for the right to bring higher education to those who needed greater access to the fundamental right of learning.

In a neighborhood rich with history, the State building stands directly across the street from the Rosa Parks Campus on 125th Street in the heart of Harlem. Looking east, the marquee of the Apollo Theater can be seen. The campus itself, nestled within the confines of the Studio Museum, is a testament to the dedication and hard work that comes from both a love of learning and love of educating. While the city sounds of thousands of people, traffic, subways and horns drift up to the fourth floor, within, the noise is subdued – a teacher's voice, the murmur of students, sometimes a ringing phone. The halls can be very busy between classes, as the campus' students move from one class to another, the lounge or possibly the library. Though you might hear laughter or snatches of conversations, the overall atmosphere is one of business. Learning is hard but these students are aware of the benefits of education, so along with the lightheartedness there is also the driving purpose of learning.

Along the walls of the long hallway, there are pictures and artwork by alumnae, art teachers and local artists. The media is mixed, as are the subjects of the drawings and paintings, and the exhibit is ever-changing. From fantasy, to people, to dancers, from quiet scenes of forests to brilliant outbursts of vibrant flora and fauna, the eyes are drawn to the warm and inviting scenes. Recently, for the first time, a current student was invited to exhibit and displayed a wonderful collection of photography.

Established in 1981 as the Harlem Extension Program, the campus is 27 years old but is still growing and improving with age. Having graduated 107 students this past commencement, recruitment is always a process in action.

Thanks to Dr. Barbara Adams, Campus Director, and her dedicated staff, there are many extracurricular activities that take place outside of class, from poetry readings to annual events in honor of Women's History, Black History and other holiday events. There are also special events, such as the touching memorial tribute in honor of Rosa Parks at the time of her death. And there are the meetings of the Men-to-Men group, comprised of male students who regularly get together to discuss both school and the day-to-day problems inherent in today's world of parenting, work, inflation and the daily grind. Coupled with studies, classes and homework, this can be daunting, but Men-to-Men helps these students to think creatively and stand fast, culminating in their graduation from The College of New Rochelle.

Established in 1981 as the Harlem Extension Program, the campus is 27 years old but is still growing and improving with age. Having graduated 107 students this past commencement, recruitment is always a process in action.

The campus that sits on the fourth floor of the Studio Museum, above bustling 125th Street, is still educating, graduating and helping the residents of Harlem to achieve the dreams and goals that only education can guarantee.

—Judith Balfe

"The arts crack the sterile space of fear patients live in and open it to the joys of the human spirit. Replacing fear with hope is the essence of modern mind-body medicine."
— Michael Samuels, MD

Calling Upon the Creative Self in Times of Challenge & Change

BY ELISSA BROMBERG GS'00
ADJUNCT INSTRUCTOR IN ART THERAPY

When we think of a person with illness being "healed," we tend to focus on physical healing. But, as society is increasingly coming to recognize, we cannot truly separate out or piece apart the mind-body connection in healing. Healing is ultimately about "living well" – and the arts can play a momentous role in so living.

Often with the support of a professional art therapist, patients can draw upon their innate human creativity to:

- *Understand* the impact of this illness on themselves and the circle of their community – physically, emotionally and spiritually
- *Integrate* changes in the body and mind, relationships, losses and new beginnings; and
- *Strengthen* their personal resources and coping skills

A form of psychotherapy, art therapy explores symbolic imagery as visual representations of our thoughts, emotions, needs and experiences. Sometimes what does not emerge through conversation and thinking is more accessible in artmaking. Through the process of making art, in whatever the form, individuals are assisted in expressing and understanding themselves, and, from there, strengthening their abilities to weather life's challenges with insight and continued personal growth.

Medical art therapy – an accepted clinical modality in the healthcare field – is ideally suited to individuals/families who are experiencing acute or chronic illness, serious injury or trauma and/or who are undergoing aggressive medical treatment such as surgery, radiation or chemotherapy. The experience is as creative and individual as the therapist and the patient. My personal approach is to use my knowledge of the creative process

and my passion for engaging an individual's core strengths to guide people who may have lost touch with their own creative process, including the ability to cope. We often engage in both discussion and art-making – drawing, painting, jewelry-making, collage, sculpture, mixed media and working with clay are just some of the possibilities.

Research indicates that calling upon one's creativity in the form of imagery can reduce pain, anxiety, depression and fatigue and lead to enhanced self-esteem, improved ability to make treatment decisions, closer communication with family members and one's healthcare team and a self-assessed overall improvement in quality of life. As one example, a study reported in the *Journal of Pain and Symptom Management* (2006) found that art therapy reduced cancer patients' pain, depression, tiredness and lack of appetite, among other symptoms. There is also evidence that art therapy can boost immune system functioning and facilitate cognitive improvement in individuals with brain injuries.

In my practice I've watched many individuals become so engrossed in the creative process, they temporarily forget about their pain, discomfort and anxiety. On the hematology unit at New York University I worked with Sheila,* a 25-year-old African-American woman who had been dealing with sickle-cell anemia, a painful and debilitating blood disease, since the age of two. Looking at the choices of art materials, Sheila was drawn to the beads: She wanted to make a necklace. It took some time to get started, as Sheila was trying to get her severe pain under control with a morphine drip. When, at best, her pain dropped from level 10 (highest) to 7, she started working on her necklace. We talked meanwhile, and I learned that in between hospitalizations, she was pursuing an undergraduate degree in astronomy at Stony Brook University. I asked her what interested her most about astronomy, and she told me it was the study of dying stars, in particular pulsars and black holes. Sheila designed a most unusual, sophisticated necklace, its colors pearly whites, silvers and prismatic blacks. In a necklace she had fashioned celestial bodies, with the moon and its phases. Sheila was thrilled with her creation.

As we finished our time together, I inquired about how much pain she was in. With a look of surprise on her face she responded, "Oh my God, I got so involved in making the necklace that I forgot all about my pain!"

Art-making in this context also tends to result in a patient's unanticipated feeling of accomplishment, not just because of the finished product, but also because many people perceive themselves as "creative" – sometimes for the very first time, and sometimes for the first time in months or years. This generates another discovery: inner resources that the creator can return to as needed.

At a clinical cancer center, I worked with Clara*, an elderly woman who, before this day, had been disconsolate. Art had been her hobby, and her release, for most of her life. In the last few months, though, she had given up painting, feeling bereft of time left in her life and not perceiving the point of continuing this work. Now, just before our group began she had found out from her physician that her beliefs about her imminent death were most likely faulty. She picked up a brush and began to paint. We spoke at intervals throughout the course of the group. By the end of class, Clara told me that she had become a victim of her own fear. Through this act of creation, she said, she literally felt reborn. She would not give up on painting again.

Sometimes art can heal by being real – by unearthing painful feelings and truths and allowing them to "live well" within and beside us. Judy,* once a vibrant, inspiring English professor, was progressively losing control over her thoughts, speech and physical movements because of a rare form of Alzheimer's. As her ability to verbally communicate with others declined, she increasingly expressed her thoughts and feeling through collage, a medium she'd worked in prior to her condition. Beforehand, Judy's work had explored the fine balance of order and chaos. Now, her current collages spoke volumes about the triumph of chaos.

Severely weakened by multiple heart and lung conditions, 90-year-old Myrna* had nonetheless managed never to miss the once-weekly clay sculpture class I ran at her senior residential facility. More recently, however, her health and mobility had further deteriorated and she was attending classes sporadically. It was in one of these classes that Myrna created a figure of a woman sitting rigidly in a chair holding her arms out in front of her, a bird in her open palms preparing to fly away. Working on the figure, Myrna spoke quietly to me that she was now ready to let go of life.

Using art in this way, as a means of healing deeply, is neither new nor New-Age. Art has been utilized in healing throughout human history as a means for communities and individuals to express support and faith, embody hopes and fears, deliver protection from harm, even diagnose and treat disease. Many scholars believe the Neolithic cave paintings in Lascaux, France were created in order to visualize positive outcomes for upcoming hunts as well as to honor the spirits of their animal prey. The goddess figures of ancient Mesopotamia represented hopes for the fertility of the community's women and agriculture. And the painted images found in ancient Ethiopian prayer scrolls served the purpose of treating somatic, psychological and spiritual illness on a deep symbolic level – individualized prescriptions were created to guide the "patient" towards healing through the literal transformation of symbolic imagery, a practice that can still be found today in the sand paintings of the Navajo of the American Southwest.

Visual imagery is also an elemental facet of our humanity. It precedes the development of language in human infancy and the invention of the written word, i.e. Egyptian hieroglyphics. When we recognize the primacy of visual symbols in human experience, it makes perfect sense that the process of making art can equal – and sometimes surpass – speech as a means to express and realize our deepest selves.

Elissa Bromberg, MS, ATR-BC, LCAT, a specialist in art therapy within the medical milieu, has worked with patients, families and healthcare providers at New York University Medical Center and its Clinical Cancer Center and Memorial Sloan-Kettering Cancer Center. Currently she directs an Arts-in-Wellness program at Benedictine Hospital's Oncology Support Center in Kingston, NY, and maintains a private practice in both the New Paltz and New York City areas.

** All names in this article have been changed and minor details adjusted to respect patients' confidentiality and preserve their anonymity in print.*

We Remember . . .

Tim Russert

The recent death of Tim Russert, beloved moderator of NBC's *Meet the Press*, was a shock to the nation and deeply mourned at The College of New Rochelle. In 2005 Tim, and his lovely wife, journalist Maureen Orth, were presented with honorary degrees at the College's 98th Commencement – and thus became part of the CNR family.

It was fitting that Tim received a degree from The College of New Rochelle. Born to Irish American Catholic parents, Tim attended parochial schools and graduated from the Jesuit Canisius High School in Buffalo. He then attended the Jesuit John Carroll University in Cleveland, OH.

Tim was an outspoken supporter of Catholic education. He often spoke about how his father, a sanitation worker who never finished high school, worked two jobs so his four children could go to Catholic schools. And it was a Catholic education, Tim said, that "changed my life. The nuns and priests taught me to read and write, but also how to tell right from wrong."

His illustrious career included being Chief of Staff for Senator Daniel Patrick Moynihan; Counselor to Governor Mario Cuomo; Washington Bureau Chief of NBC News; and for 17 years the moderator of NBC's *Meet the Press*. And yet the pride of Tim's life was his son Luke.

Tim Russert and wife Maureen Orth greet CNR President Stephen Sweeny at a breakfast in NYC.

Before his son's birth, Tim told many of his friends that he made a promise to God to never miss Sunday Mass if his son was born healthy. Just prior to his death, Tim and Maureen took Luke to Rome as his graduation present from Boston College. In Rome, Tim and his family had an audience with Pope Benedict XVI. Leaving Italy and his family behind so that he could prepare for that Sunday's *Meet the Press*, Tim returned to Washington, DC, where he collapsed and died from a heart attack on June 13, 2008.

We at The College of New Rochelle will remember his words of wisdom to our graduates in May 2005 that "Like the past, the future leaders of this country and this world will not be born to the blood of kings and queens, but to the blood of immigrants and pioneers. It is now your turn."

A special blessing for Marylou from Pope Benedict XVI in Rome, spring 2008.

MARYLOU MEYER HAYFORD

As we went to press on the spring issue of *Quarterly*, we were saddened to learn of the death on May 28, 2008 of Marylou Meyer Hayford '52, who, along with her husband Warren, was featured in the issue for their long-standing and generous support of the College.

In her obituary, Marylou was remembered as a "woman of great grace, beauty, presence and charm," who showed "great compassion and caring for everyone with whom she interacted, making a positive impact on all she touched." Those she touched included her seven children and her 22 grandchildren, as well as the many she helped through her involvement in school and parish activities, as a board member of the Hadley School for the Blind in Chicago and as a hospice volunteer.

Hospitality to The College of New Rochelle was also a constant theme of her life as she played hostess at numerous alumnae receptions at her homes in Chicago, Connecticut and later Florida. Through their generosity and vision as early supporters of the College's Campaign to renovate Mother Irene Gill Library, Marylou and Warren helped to shape CNR history. In recognition of her commitment to her alma mater, Marylou was recognized with the Ursula Laurus Citation at her 50th reunion in 2002.

May they rest in peace.

CAMPAIGN NEWS

VOL. 2 NO. 2 / SUMMER 2008

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TOTAL RAISED TOWARD GOAL

Give to the Wellness Center Campaign Fund

Dear Alumnae, Alumni, Parents and Friends,

The opening of CNR's Wellness Center in April is a triumph of vision and generosity, aligned to serve CNR's great mission.

As Chair of *The Campaign for The College of New Rochelle*, I am pleased to report that more than half of the $28 million needed for the Wellness Center has been raised.

While we celebrate this milestone, we also recognize that more funding is needed to complete the project and to enhance our wellness programming. That is why I am asking you to make a special gift to support this important facility.

You can make a gift of cash or stock and indicate that it is for the CNR Wellness Center. Many naming opportunities are still available *(see list on page 47)*.

The College's website at www.cnr.edu gives you access to additional facts and photos as well as contact information.

I hope you feel as I do that this new facility is a vital addition to CNR and worthy of your support.

Thank you,

Christine LaSala

Christine LaSala, Chair
The Campaign for The College of New Rochelle

TO MAKE A GIFT TO THE CAMPAIGN OR FOR FURTHER INFORMATION, PLEASE VISIT THE WEBSITE AT WWW.CNR.EDU, CALL 1-800-474-4232 OR EMAIL CAMPAIGN@CNR.EDU.

Supporting The College of New Rochelle!

Oona Burke Sullivan SAS'51
$158,000 Testamentary Pledge

I started at The College of New Rochelle in the fall of 1947, following my sister, Sheila Burke in the Class of 1950, and our cousin, Anita Burke in the Class of 1940.

Freshman year, I lived with 12 others in St. Joseph's, a small residence that was once a private home. (It was torn down years ago and, with other small houses, was replaced by a more conventional residence hall.)

Our class had many girls from Brooklyn, the Bronx, Manhattan, Queens, Long Island and New Jersey, but there were also girls from New England, upstate New York, the Midwest and the South. One was from Holland and a couple were from the West Indies and Latin America. So, we were a cosmopolitan crowd, or so we were pleased to think.

We moved to Brescia in our sophomore year, and a few of us stayed there for three years, sidestepping the custom of moving to Maura Hall, where seniors traditionally lived. When I remember CNR, I think especially of the lifelong friendships that began there. They were among CNR's most cherished gifts to me. Those friendships, and a well-rounded liberal arts education, built a firm foundation for my later career as a writer and editor.

I have fond memories, too, of CNR's faculty – Mother Madeleine, Dr. Lawless and Ms. Mooney (English); Mother Andrew (Christian Tradition and Culture); Mother Gerald (Liturgical and Classical Music); Father Quinn (Religion); Mr. Talley (History); Dr. Carlo and Mr. Joe Scully (Philosophy).

CNR's education readied us for life in the world. It prepared us to begin professional careers, to be responsible citizens, caring family members and loyal friends. That is why I think a college like CNR (but CNR itself, especially) is so important to students today. Far from being a trade school, which focuses on one occupation or line of work, CNR offers a truly liberal education, the kind that frees the mind, the heart and the spirit.

As I look back on my life (and at this stage, it's a long look), I see that CNR had much to do with my good fortune. I am therefore glad to contribute to CNR's future.

Rose Cuomo Coviello SAS'41
$100,000

I feel privileged to have attended The College of New Rochelle. I was awarded a partial scholarship to the College upon my graduation from the Academy of Mount St. Ursula in Bedford Park, the Bronx.

My older sister, Lucy, had graduated from CNR in 1939. She was the real brains of the family and majored in French and Latin. Our youngest sister, Ann, was a close second in the academic field, and she was graduated with the Class of 1947.

I was uncertain about my major when I first enrolled at The College of New Rochelle. I started at the College as a chemistry major, then changed to economics and finally ended up majoring in business, which was a curriculum that suited me just fine. Being a day student, I wasn't involved much in school activities except for Alpha Pi and the Italian Club.

Upon graduating from the College, I took a temporary job the summer of 1941 with Port Warehouses, Inc., located in Tribeca. I had no real plans to stay, but I did. I never left the company. I call myself a "one trick pony": one college, one job, one husband.

I did not marry until I was in my early fifties, and then I married a wonderful man, William Coviello, whose first wife, Ruth Kilsheimer, was my classmate at CNR. Ruth passed away in 1971.

The other important man in my life, besides my father, was Campbell Groel, the president and owner of Port Warehouses, Inc., where I worked all those years. Port Warehouses was started in 1920 by his father. Campbell taught me a great deal about business and had great faith in me as an employee. When I retired, I was president of his company. He also made me the trustee of his estate, as well as a trustee of the estate he set up for his wife. Campbell once said that I was the only person he had complete trust in, which was such a wonderful compliment.

Campbell Groel was also important to The College of New Rochelle. When our father died in 1957, the three daughters who had attended CNR wanted to honor his memory. When

(Continued above)

To make a gift to the campaign or for further information, please visit the website at www.cnr.edu, call 1-800-474-4232 or email campaign@cnr.edu.

Campbell saw me writing a check, he asked me what I was doing. I explained that we were giving the College a gift to create a music room in our father's name.

Campbell volunteered to contribute a matching gift. Mother Thomas Aquinas, then Dean of CNR, was so moved by this gift that she sent Campbell a personal note of gratitude for his generosity to the College. Campbell, of course, gave a great deal of money to Princeton, his alma mater, and he believed it was important for graduates to support their schools.

Since leaving CNR, I have served as a fund agent for several years. It is important to me to support The College of New Rochelle.

CNR represents the best of our nation and gives me great faith in the future of education in our country. I have been very blessed in my work and in my life. God has given me many wonderful gifts, including a long and happy life. Now, I am grateful to God for the opportunity and the will to share my good fortune with The College of New Rochelle.

The Campaign for The College Of New Rochelle Naming Opportunities

$ 6,000,000	Wellness Center
$ 2,000,000	Gymnasium/Auditorium
$ 2,000,000	Competition-size Swimming Pool
$ 1,000,000	Contemplation Garden – *Reserved*
$ 1,000,000	Holistic Meditation/Aerobics Room
$ 1,000,000	Indoor Running Track
$ 250,000	Wellness Center Lobby
$ 250,000	Grand Concourse
$ 250,000	Student Lounge & Concourse (two-story space)
$ 250,000	Swimming Pool Spectator Observation Deck
$ 200,000	Fitness & Weight Room
$ 150,000	Multipurpose Classroom (2 total, price for each)
$ 150,000	Wall Panel of Flowing Water – *Reserved*
$ 150,000	Swimming Pool Bridge
$ 100,000	Swimming Pool Scoreboard & Timing System
$ 100,000	Athletic Suite
$ 100,000	Entry Courtyard – *Reserved*
$ 100,000	Outdoor Meditation Room
$ 100,000	Physical Education Suite
$ 100,000	Seminar Room – *Reserved*
$ 100,000	Wellness Concession & Juice Bar
$ 100,000	Grand Concourse Stairway – *Reserved*
$ 50,000	Equipment Issue Room
$ 50,000	Team Locker Room (2 total, price for each)
$ 50,000	Ticket Center
$ 50,000	Whirlpool Station – *Reserved*
$ 25,000	Aquatics Office
$ 25,000	Athletic Trainer Room – *Reserved*
$ 25,000	Scoreboard (3 total, price for each) *2 reserved*
$ 25,000	Official/Staff Locker Room (2 total, price for each)
$ 20,000	Gymnasium Equipment Room (2 total, price for each) *1 reserved*
$ 20,000	Meadow Lane Terrace – *Reserved*
$ 10,000	Backboard (6 total, price for each) *2 reserved*
$ 10,000	Bleacher Section 325 seats (4 sections total, price for each) *1 reserved; 1 hold*
$ 10,000	Flowering Allee of Trees (8 total, price for each) *8 reserved*
$ 5,000	Garden Skylight (6 total, price for each) *5 reserved*
$ 3,000	Concourse Bench (5 total, price for each) *2 reserved*
$ 2,004	Full Locker (100 total, price for each)
$ 1,904	Swimming Starting Block (6 total, price for each) *2 reserved*
$ 1,000	Half Locker (206 total, price for each) *1 reserved*

To make a gift to the campaign or for further information, please visit the website at www.cnr.edu, call 1-800-474-4232 or email campaign@cnr.edu.

Numerous alumnae/i events are held throughout the year. Here are a few highlights of recent events.

Top: Gaynell Beeks, Pearl Sullivan SNR'03, Coordinator of Retention Systems for CNR & Jamedra Trotman. Middle: Lakenya Dennis & Melvin Jackson get their posters signed by Laura James. Bottom: Tamish Hurley, Lorraine Koiner, Sharon Lattimer, Sonia Russell & Elissa Howell

Celebrating the SNR Class of 2008

More than 100 graduating students from the School of New Resources' six campuses gathered on the Main Campus on February 9, 2008 for a celebration of the Class of 2008. Sponsored by the Office of Alumnae/i Relations, the event offered participants a chance to view live demos and sign up for the Online Community as well as learn about the services available to them as alumnae/i from representatives of various College departments, including College Advancement, Counseling & Career Services, College Relations and Government Relations. For those contemplating an advanced degree, a representative from the Graduate School was on hand to offer information and distribute application packets.

The afternoon ended with a reception in the Castle Gallery, where the Class of 2008 had an opportunity to meet exhibiting artist Laura James and listen to the music of David Patterson SNR'97 and his jazz quartet.

Playing Games at ESPN Zone

On April 18, 2008, recent CNR graduates and Alumnae/i Association board members gathered at ESPN Zone in New York City to enjoy great food, conversation and to network. After the reception, held in the exclusive Skybox, guests received a complimentary game card for the Sports Arena where they played virtual games, bowling and air hockey.

JoEllen Revell Mellone SAS'98 & Tara O'Neill-Brandt SAS'98

Tonianne Santangelo SAS'08, Ana Lara SAS'08 & Bianca Toledo GS'09

Networking in NYC

Valerie Salembier SNR'73 hosted the second CNR Women's Networking Breakfast Forum at the Hearst Tower in New York City on June 4, 2008. Salembier, Senior Vice President and Publisher of *Harper's Bazaar,* offered a presentation on "The Magazine Marketplace: How to Get Your Covers to Sell." Afterwards, the group was treated to a tour of *Harper's Bazaar* American Fashion: 75 Years of Headlines & Hemlines.

The 2009 breakfast is scheduled for January 27 at Time Inc. This series provides CNR professional women in the NYC area the opportunity to network and discuss issues of interest concerning the College.

Kristen Krause McDonough SAS'68, Brenna Mayer, Vice President for College Advancement at CNR, and Valerie Salembier chat at the breakfast.

"…The College of New Rochelle was influential in who I've become and what I can do. I'm extremely grateful. I want to be sure other students have the same opportunity."

—Rosa Napoleone SAS'75, Chair of the Annual Giving Committee

ANNOUNCING…

Partners for Excellence – a new College-wide initiative to engage CNR graduates, students and friends in a partnership to benefit current and future CNR students. Consider a gift of your time, talent and financial resources to advance CNR's mission and vision for excellence.

Partner with us …

Create opportunity

- Hire a CNR graduate
- Host a CNR alumnae/i networking event
- Provide student aid through your Annual Fund gift

Inspire vision for the future

- Invite a prospective student to campus
- Mentor a student in your profession
- Send faculty to professional development conferences through your Annual Fund support

Ensure the Ursuline tradition of excellence

- Advocate for woman-centered learning in the liberal arts
- Underwrite faculty and programs promoting academic rigor
- Volunteer for programs that strengthen spiritual values

"…My professors had faith in my abilities which gave me great confidence in myself. Thank you College of New Rochelle, you've changed me forever."

— Paula Alford, SNR-JOC '06

Learn more…. act now!

Giving and event information online: www.mycnr.com
Email: alum@cnr.edu or partners@cnr.edu
Call: (800) 850-1904 Alumnae/i Relations
(800) 474-4232 Annual Giving
Mail: *Partners for Excellence*, The College of New Rochelle, 29 Castle Place, New Rochelle, New York 10805

Alumnae/i Relations provide CNR graduates with opportunities to:

- Engage with classmates and faculty through attendance at CNR sponsored events
- Reconnect with CNR through its dedicated alumnae/I website located at www.mycnr.com
- Strengthen ties to CNR through Alumnae/i Association volunteer activities

Annual Giving donations provide CNR with vital resources to:

- Fund scholarships for deserving students and hire and retain exceptional faculty
- Purchase SMART boards for multi-campus classrooms and renew science online journal subscriptions
- Launch new programs in our Wellness Center

CNR Wisdom for life.
The College of New Rochelle
29 CASTLE PLACE
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